DOCUMENT RESUME

ED 193 233	TM 800 263
AUTHOR	Benson, Charles S.; Stern, David S.
TITLE	The California High School Proficiency Examination: Participation, Performance, Financial Impact, and Relationship to Other Options for Early or Partial Exit from High School. Final Report.
INSTITUTION	California Univ., Berkeley. School of Education.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	Oct 79
CONTRACT	400-77-77
NOTE	344p.; Appendices contain some marginally legible pages.
EDRS PRICE	MF01/PC14 Plus Postage.
DESCRIPTORS	Academic Achievement; Average Daily Attendance; Community Colleges; *Cost Estimates; Counselor Attitudes; *Equivalency Tests; *Graduation Requirements; High Schools; Institutional Characteristics; Sampling; School Funds; Scores; State Programs; State Surveys; Student Attitudes; Student Characteristics; *Student Participation
IDENTIFIERS	California; *California High School Proficiency Examination; Early Graduation

ABSTRACT

The first of three self-contained studies in this report characterizes those who chose to take the California High School Proficiency Examination and those who passed. Characteristics of examinees' families, schools, and communities were also identified. In the second report, a school financial simulation model calculated district revenues which in California are linked to attendance: loss of students who passed the test and left school early would reduce revenues. Financial impact was low. Its effect on community college attendance was also examined and judged as small but measurable. Finally, juniors, seniors, and counselors were surveyed about knowledge of and participation in the four statewide options for early or partial exit from high school. These are: the proficiency examination, work experience for credit, early graduation, and concurrent enrollment in college courses. These three studies were prompted by an unexpectedly low participation rate (5%) and passing rate (less than half), during the first four years (1975-1979) of this statewide equivalency exam. (CP)

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THE CALIFORNIA HIGH SCHOOL
PROFICIENCY EXAMINATION

Participation, Performance, Financial Impact, and Relationship to Other Options for Early or Partial Exit from High School

Final Report
to the National Institute of Education
Contract No. 400-77-77

School of Education
University of California
Berkeley, California
October 1979

Principal Investigators: Charles S. Benson and David S. Stern

TM800263

Credits

This study was a team effort from the beginning. Kristin Anton, Paul Goldfinger, Norton Grubb, and John Harter all participated, along with Charles Benson and David Stern, in planning how to carry out the study as conceived by the National Institute of Education.

Paul Goldfinger supervised the computer programmers--Kirk Brezee, Steven Eng, Juan Ochoa, and Vien Phan--in the complicated work of assembling, cleaning, merging, and documenting existing data on CHSPE-takers and high schools for Task I, as well as the survey data collected for Task III. Paul Goldfinger also was responsible for analyzing the financial impact of CHSPE (Task II), and for writing up the results.

David Stern designed the data analysis plans for Tasks I and III, and supervised the data analysis staff--Kristin Anton, Kate Bagley, Hernan Ortiz, Paul Rosenberg, and Eliana Sinay. Kristin Anton and Paul Rosenberg participated in writing up the results of Task I. Kristin Anton, Kate Bagley, and Hernan Ortiz contributed to writing up results of Task III.

The plan for sampling schools for the survey in Task III was devised by Kristin Anton, in consultation with Alan Wilson. Several individuals helped design, pre-test, and refine the questionnaires: Kristin Anton, Jessica Ball, Charles Benson, Charlotte Coleman, Gary Delgado, Norton Grubb, Lynn Meadow, David Stern, Diana Thomason, and Alan Wilson. Diana Thomason took responsibility for the meticulous work of setting the questionnaires in final form. Diana Thomason and Kate Bagley also worked with the staff of the U.C. Berkeley Survey Research Center, under the direction of Selma Monsky, in the actual administration of the survey. Diana Thomason wrote the description of survey procedures.

Kate Bagley and David Stern coordinated the writing and editing of this report.

Throughout the study, administrative and clerical support were skillfully organized by Jo-Ann Work, and ably provided by Luana Acton, Joan Haller, Christine Harris, and Lynne Reilly.

The study benefitted from the specialized knowledge of John Gilroy on legal, political, administrative, and cultural aspects of CHSPE; of John Harter on the high school reform movement and independent study; and of Thomas Strano on continuation high schools in California.

William Padia of the California State Department of Education was generous in helping us assemble existing data on CHSPE-takers and high schools, including information from his own studies.

Finally, Susan Abramowitz, the N.I.E. project officer, along with David Mandel and Ellen Tenenbaum, not only facilitated the study as administrators, but also contributed useful ideas as colleagues.

If there are any errors in this report, they do not reflect upon anyone except the principal investigators.

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TASK I:

ANALYSIS OF EXISTING DATA ON PARTICIPATION IN, AND PERFORMANCE ON, THE CALIFORNIA HIGH SCHOOL PROFICIENCY EXAMINATION

TASK I

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Allowing students to accumulate credits toward early graduation through passing examinations as an alternative to "seat time" has never been popular or widespread in California, at least in part because no state aid is generated by a student who does not attend a class.

6. Concurrent Enrollment in College or University Classes

Sections 48800, 48801, 48802, and 76001 of the California Education Code provide for an attendance option sometimes known as "Veysey programs," after then-Assemblyman Victor Veysey, who authored the provisions. Such programs allow students in the 11th or 12th grade to attend "advanced scholastic or vocational" classes in community colleges after first attending at least four hours at their high schools each day. To do so, students must have the permission of both their high schools and the community colleges they wish to attend. The number of students in Veysey programs from any one high school may not exceed 15 percent of the high school's total enrollment. The credits a student earns by attending community college in such a program are college credits, unless by agreement between the college and the high school the student receives high school credit for the college coursework.

Education Code Section 48803 permits high schools to contract with community colleges for vocational education courses (presumably to take advantage of superior facilities found at some community colleges), and high school students might perceive these as being "college" courses. The law provides, however, that only high school credit may be given for them (perhaps because they would not be "advanced," as Veysey courses must be).

The law does not expressly permit concurrent enrollment by high school students in any institutions of higher education other than community colleges. Thus, a student interested in attending part-time, for instance, a university, must not only find a university willing to accept him or her (probably by

A. Introduction

In 1972 the California legislature voted to create a new early-graduation option for high school students. The legislature directed the California State Department of Education to design an examination to measure what students should know before leaving high school. The resulting instrument, called the California High School Proficiency Exam (CHSPE), was first administered officially in December, 1975. Anyone who is at least 16 years old or who is a student in the second semester of tenth grade is eligible to take the CHSPE. Anyone who passes receives a Certificate of Proficiency, which is the legal equivalent of a diploma from a local high school. Students who pass and obtain parents' permission (not necessary for students 18 or older), may leave high school. By statute, they are automatically eligible to attend a two-year California Community College, from which they may later be able to transfer to a four-year college.

The original proponents expected CHSPE to appeal to substantial numbers of "bright but bored" students. In fact, the proportion of eligible students taking CHSPE each year has been small--on the order of four or five percent. The unexpectedly low rate of overall participation calls for some explanation. The present analysis is concerned, first, with identifying characteristics of individual high schools which are associated with a larger proportion of students taking the CHSPE, and with changes in that proportion over time. Empirical analysis of variation in the CHSPE-taking rate across schools and over time is of some interest in itself, and will also give some insight into why the overall CHSPE-taking rate has been so low.

The second objective of this analysis is to discover which characteristics of individual students--as reported on a short questionnaire administered to everyone just before taking the examination are associated with higher scores. Some analysis of this kind was done by the California State Department of Education for students who took CHSPE in December, 1975.[1*] The present study extends the analysis for December, 1975, using additional data on high schools, and compares the results with those for later test dates.

B. Data Sources

We have compiled data, at four levels of aggregation, from the following sources:

(1) For individual CHSPE-takers from the first seven test administrations: data from the CHSPE registration form, pre-test questionnaire, test score and whether passed. We also have the data from the California State Department of Education (SDE) follow-up survey of a 10 percent sample of CHSPE-takers from December, 1975.

(2) For high schools: data from the 1977 California SDE survey of high schools on practices related to CHSPE; annual California Assessment Program (CAP) data on regular high schools, including grade 12 enrollment, average academic achievement test scores, sex, and socio-economic background as reported by the school principal; data on continuation schools for 1976-77, including enrollment, methods of school assignment and leaving, sex, and ethnicity. For both regular and continuation high schools, we also have the data from the federal ethnic census in 1973-74 and 1977-78.

*Footnotes for Task I follow p.25.

(3) For districts in which high schools are located: average daily attendance; financial data, including expenditures on guidance and compensatory/ bilingual programs; graduation requirements, course availability, and smoking rules; 1970 U.S. Census data, aggregated by district, on socio-economic and labor force characteristics.

(4) For counties: unemployment rates, characteristics of labor force, number of pregnant minors.

C. Sub-task One: Statewide and County-Level Analysis

Table 1a* groups individuals into 72 categories by ethnicity, gender, and region of the state. The table shows what percentage (from 0 to 100) of students enrolled in grade 12 in regular public high schools were reported to be in each category in 1975-76, 1976-77, and 1977-78.[2] (The total reported grade 12 enrollments in regular public high schools in those years were 273,235, 278,521, and 281,352, respectively.) The table permits comparison between the percentage distribution of enrollment and of CHSPE registrants among categories. (The total numbers of CHSPE registrants were 33,054 in 1975-76; 34,655 in 1976-77; and 32,818 in 1977-78. Not all of these actually took the examination.)

No precise conclusions can be drawn from Table 1a about whether any particular category is over- or under-represented in the distribution of CHSPE registrants compared to the enrollment distribution. One reason is that grade 12 students in regular public high schools do not comprise even a majority of all individuals eligible to take CHSPE. The total group of eligibles includes anyone age sixteen or over on the day of the test, and anyone under age sixteen who is a second semester sophomore in any public, private or parochial school. Table 1b shows that regular public high school students, including sophomores and juniors, have recently accounted for only about half of all CHSPE registrants. Comparison of the two distributions in Table 1a therefore gives only a very rough idea of whether the number of CHSPE registrants in a given category was a relatively large or small proportion of the total number of eligible individuals in that category.

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*Tables for Task I follow p.28.

Another problem in Table 1a is that substantial percentages of CHSPE registrants appear in the categories of "Indian" and "ethnicity unknown." The question that elicited these responses, on the questionnaire given to CHSPE-takers just prior to the examination itself, was:

In which of the following groups do you believe you most nearly belong?

> American Indian or Alaskan Native (persons having origins in any of the original peoples of North America)
>
> Asian or Pacific Islander (persons having origins in the Far East, Southeast Asia, or the Pacific Islands--this area includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa)
>
> Black, not of Hispanic origin (persons having origins in any of the black racial groups)
>
> Hispanic (persons of Mexican, Puerto Rican, Cuban, Central or South American origins, or of Spanish culture or origin, regardless of race)
>
> White, not of Hispanic origin (persons having origins in any of the original peoples of Europe, North Africa, the Middle East, or the Indian subcontinent)

These are the official U.S. Office of Education descriptions for use in educational research. Apparently, substantial numbers of CHSPE takers either misunderstood the question or deliberately answered it wrong, and others simply did not answer. The result is that the ethnic composition of CHSPE-takers cannot be determined precisely.

Table 1a also reports the percentage (from 0 to 100) of CHSPE registrants in each category who passed. It is apparent that passing rates in 1975-76 were higher for males than for females in almost all regions and ethnic groups, but the reverse is true in 1976-77 and 1977-78. This reversal may be attributable to a change in the scoring procedure: in 1975-76 it was possible to pass by answering correctly a sufficient number of items in the multiple-choice section of the test, even if the essay section was unsatisfactory. But in 1976-77 and 1977-78 it was necessary to pass both the essay and the multiple-choice sections in order to pass the test. If larger proportions of females than males were able to pass the essay, this could account for the observed change.

It is also apparent in Table 1a that passing rates in all categories of gender and region were generally highest for whites, followed by Asians, Hispanics, blacks, "Indians,"[3] and ethnicity unknown. This pattern appeared in all three years. However, the incompleteness of the self-reported ethnicity data makes this pattern somewhat unclear. For example, if the "Indian" and unknown ethnicity categories contain large enough numbers of whites who failed and blacks who passed, the real difference between white and black passing rates would be less than is apparent in Table 1a, and might conceivably even be reversed.

D. Sub-task Two: Participation Rates by School

Another approach to the question of who takes CHSPE is through analysis of data on schools rather than individuals. The basic problem is that we do not have statewide data on individuals who do not take CHSPE, so we cannot make direct comparisons between those who do and those who do not. However, by analyzing the relationship between characteristics of schools and the proportion of students who take CHSPE, we may make some indirect inferences. This analysis, furthermore, does not have to rely on self-reported data from CHSPE-takers.

1. Analytical Procedures

Tables 2.1 through 2.5b show lists of predetermined variables and estimated regression coefficients (with standard errors). The predetermined variables are characteristics of the schools, including aggregated characteristics of students in each school. The coefficient on a particular predetermined variable measures the predicted difference in CHSPE participation rate between any two schools that would be associated with a difference of 1.0 in the predetermined variable, if the values of all other predetermined variables were the same for the two schools. The ratio between the estimated coefficient and its estimated standard error is approximately distributed as Student's t, and may be used to test the null hypothesis that the true value of the coefficient is zero.

The CHSPE participation rate for a given academic year is the total number of students who registered to take CHSPE during that year (either the total number in the school or the number in some category, e.g., males) divided by grade 12 enrollment (again, either the school total or the number in some category, e.g., males), and multiplied by 100. Since the number of students in a school who are eligible to take CHSPE is greater than the number enrolled in grade 12, the CHSPE participation rate as computed here will exceed the true percentage of eligible students who registered to take CHSPE. But if the ratio of grade 12 enrollment to the number of students eligible to take CHSPE is equal between schools, then differences between schools in the CHSPE participation rate as computed here will accurately reflect differences in the true percentage of eligible students who take CHSPE. Although data on enrollment in each grade in each school are not available statewide, we did collect data on the numbers of juniors and seniors enrolled in each of the schools in our student survey (see Task III below). This gives some idea of the range of variation from school to school in the ratio of seniors to CHSPE-eligibles. The average ratio of seniors to the total of juniors plus seniors in our sample schools was about 0.47. The minimum was 0.41 and the maximum was 0.53. Therefore, if CHSPE registrants amounted to 10 percent of the enrollment in grade 12 in all schools, this would be equivalent to 4.7 percent of the combined enrollment in grades 11 and 12 in the average school, with a range from 4.1 to 5.3 percent. Inaccuracy in measuring the dependent variable will make it less likely that estimated relationships between CHSPE participation and school characteristics will appear statistically significant.

Differences in the CHSPE participation rate between schools reflect differences in the probability that individual students will choose to take CHSPE. It is individuals, not schools, who do or do not take CHSPE. Even though we are here analyzing data at the level of a school, it is appropriate to consider relationships estimated at this level as estimates of behavioral relationships for individuals. Since schools differ in size, the estimation of the underlying, individual relationships will be more precise in some schools than in others. To increase the efficiency of our estimates, we therefore weight all data by the square root of grade 12 enrollment. Roughly speaking, this procedure treats schools as samples of students whose CHSPE-taking behavior is to some extent predictable and to some extent random; and the procedure assumes that the way students are grouped in schools has nothing to do with the random component of their decision whether or not to take CHSPE.[4]

In Tables 2.1 - 2.5b, the reported constant is the coefficient on the weight in the weighted regression. That is, of the unweighted regression is

$$y_i = a + \sum_k b_k X_{ki} + u_i$$

where y_i is the CHSPE participation rate in school i, X_{ki} is the value of the kth predetermined variable in school i, b_k is the coefficient on X_k, and u_i is the residual in school i, then the weighted regression is

$$W_i y_i = a w_i + \sum_k b_k W_i X_{ki} + W_i u_i$$

where W_i is the square root of grade 12 enrollment in school i.

In computing the predicted CHSPE participation rate for a particular school, the coefficients in Tables 2.1 - 2.5b are treated just as if they were estimated from an unweighted regression. For example, suppose a particular school in 1975-76 was 20 percent black, American Indian, or Hispanic; had a mean achievement score of 65; had 10 percent of its students from families receiving AFDC; was in a unified school district in the northern California metropolitan region which allowed students to smoke in designated areas, and in which the expenditure per pupil was $1200; and was in a county where the 1975 unemployment rate was 9 percent. Then the predicted total CHSPE participation rate, according to the first column of Table 2.1, would have been

$$\begin{aligned} &-.002\ (20) - .087\ (65) + .013\ (10) \\ &+.636 + 1.098 + .0023\ (1200) \\ &+.019\ (9) - 1.913 + 12.672 = 9.86 \end{aligned}$$

In other words, over the course of the year the predicted number of students who registered to take CHSPE would have been 9.86 percent of the number enrolled in grade 12 in that school in 1975-76.

2. Findings for Regular High Schools in 1975-76

In 1975-76, Table 2.1 shows that the CHSPE participation rate in regular high schools was

(1) negatively associated with the percentage of students who were black, Hispanic, or American Indian;

(2) positively associated with the amount of publicity reportedly given to CHSPE in the school in December, 1975;

(3) positively associated with location outside a metropolitan area;

(4) positively associated with being in a school district where students are allowed to smoke on high school campuses;

(5) positively associated among females, and negatively associated among males, with the rate of unemployment in the county;

(6) positively associated among students whose parents have a college education or more, and negatively associated among students whose parents do not have a B.A., with the rate of unemployment in the county;

(7) positively associated among females, and negatively associated among males, with the proportion of males in the school;

(8) negatively associated among students whose parents have a college education or more, and positively associated among students whose parents who do not have a B.A., with the CAP score of 12th graders in the school;

(9) positively associated with being in a school district which spends more on the education of its students;

(10) positively associated with being in a unified rather than a high school district.

The results for each of the three regions of the state are generally comparable to those for the state as a whole, with the following exceptions:

In the rural counties, CHSPE participation is

(1) negatively, rather than positively, associated with the percent of families of students in the school on AFDC;

(2) not significantly associated with the amount of publicity given to CHSPE in the school.

In northern California metropolitan counties, CHSPE participation is significantly (negatively) associated among the population as a whole with the CAP score of 12th graders in the school.

In southern California metropolitan counties, CHSPE participation is

(1) negatively associated with being in a district which allows smoking on campus, unlike other regions of the state. This association was statistically significant for females;

(2) negatively associated for all groups with the rate of unemployment in the county.

It would seem plausible that the range of curricular programs offered by a high school may be associated with CHSPE participation. Students might be more willing to stay in a school where there is a diversity of interesting programs.

To test this hypothesis, two indices of program diversity were created from school staff responses to the SDE's School Survey in April, 1977, which referred to program offerings in December, 1975. Index #1 was composed of remedial, dropout prevention, ethnic studies, and bilingual programs. A wide variety of individualized and enrichment programs made up Index #2 (see Appendix I). The two sets of programs were expected to appeal to different groups of students, as well as to be offered in different types of high schools.

The indices were included in the second and third steps of a regression on CHSPE participation in 1975-76 (see Table 2.1d). The CHSPE participation rate in 1975-76 was found to be

(1) positively associated with attending a high school which offered remedial and ethnic courses;

(2) negatively associated with attending a high school offering a wide range of individualized and enrichment programs.

However, neither association was statistically significant, though the association with the amount of publicity given to CHSPE was.

3. Findings for Regular High Schools in 1976-77

Regressions for 1976-77 and 1977-78 were run in two steps. Coefficients on the predetermined variables in the first step of the equation measured their long-term association with CHSPE participation. In the second step, the previous year's CHSPE participation and passing rates were added. Coefficients on these variables measured the extent to which current participation was associated with participation and passing rates in the previous year. Coefficients on the other variables in the regression then measure the association between these variables and change in the participation rate from one year to the next.

In the first step of the equation for 1976-77, the probability of a student taking CHSPE in the state as a whole is

(1) again, negatively associated with the percentage of

students in the school who are black, Hispanic, or American Indian;

(2) again, positively associated with location outside a metropolitan area;

(3) unlike 1975-76, negatively associated with being in a school district where students are allowed to smoke on high school campuses, especially if located in southern California;

(4) again, positively associated with expenditure per ADA in the district and with being in a unified rather than a high school district (though the association was weaker);

(5) unlike 1975-76, positively associated for all groups with the rate of unemployment in the county;

(6) positively associated among females, and negatively associated among males, with the proportion of males in the school.

The second step of the equation revealed that if one school had a one percent higher participation rate in 1975-76 than another school, but the two schools were identical in all other variables, the first school would have had a participation rate 0.555 percent higher in 1976-77. (This coefficient is ordinarily expected to be less than 1.0 due to regression toward the mean.) Table 2.4 shows that, in fact, some schools which had positive participation rates in 1975-76 had zero participation in 1976-77. The other coefficients in Tables 2.2 - 2.2c show that CHSPE participation rates in 1976-77 were

(1) positively associated with the CHSPE passing rate in the school during the previous year;

(2) positively associated with revenue lost per ADA loss. (This was estimated from the financial simulation in Task II, below. It represents the cost to the district if ADA declines by 1.0 due to CHSPE or other reasons. If it is large, the district has greater incentive to try

to prevent any decline in ADA. The predicted association with CHSPE participation was therefore negative.)

Results for each region were comparable to those for the state as a whole.

4. Findings for Regular High Schools in 1977-78

In the first step of the equation, the CHSPE participation rate is

(1) again, negatively associated with the percentage of students in a school who are black, Hispanic, or American Indian;

(2) again, positively associated with location outside a metropolitan area--but the association was much weaker;

(3) like 1975-76, but unlike 1976-77, positively associated with being in a school district where students are allowed to smoke on high school campuses;

(4) again, positively associated with expenditure per ADA and location in a unified school district;

(5) positively associated with the rate of unemployment in the county, especially if located in a rural or northern California metropolitan county;

(6) again, positively associated for females, and negatively associated for males, with the percent of males in the school.

The second step of the equation again revealed a large impact of the rate of CHSPE participation during the previous year: the current year's participation rate is 0.451 percentage points greater for each percentage point difference in the participation rate in the previous year. Again, regression toward the mean would tend to reduce the coefficient below 1.0. However, exogenous characteristics of schools had a greater association with CHSPE participation in 1977-78. Over and above the predictive power of the previous year's participation and passing rates, a student's probability of taking CHSPE is

(1) negatively associated with the percentage of students who are black, Hispanic, or American Indian, especially among females;

(2) positively associated with being in a high-spending district;

(3) positively associated with the rate of unemployment in the county, especially among males;

(4) for females, positively associated with the proportion of males in the school;

(5) for males, positively associated with the proportion of the previous year's CHSPE-takers who were male.

5. Findings for Continuation High Schools in 1976-77

Data were collected on continuation schools for 1976-77, the second year of the CHSPE program. CHSPE was believed to have considerable appeal to the working students in these part-time schools, and, indeed, we found substantial numbers of CHSPE-takers there.

Eleven districts reported data for continuation schools only at the district level: i.e., the whole district's continuation school enrollment was reported as the enrollment for each continuation school. Los Angeles Unified School District was one of the districts reporting in this manner. Because data at the district level are obviously not accurate for individual schools, these districts were excluded from the analysis. Results for remaining schools are reported in Tables 2.5 - 2.5b.

Some of the correlates of CHSPE participation rates in continuation schools can be compared to regular high schools. In both types of schools the CHSPE participation rate is

(1) negatively associated with the percentage of students who are black, Hispanic, or American Indian;

(2) positively associated with the amount of publicity reportedly given to CHSPE in the school;

(3) among females, positively associated with the proportion of males in the school;

(4) strongly and positively associated with CHSPE participation and the CHSPE passing rate in the previous year.

But, unlike regular high schools, continuation schools had higher participation rates if they were located in a metropolitan, as opposed to a rural, county.

E. Sub-task Three: Characteristics of Individual Test-Takers Associated with Higher Scores for Each Test Date: December, 1975 - November, 1978

During the period December, 1975, through November, 1978, CHSPE was administered nine times. Regression analysis was performed for the state as a whole for each test date. The dependent variable was the individual's core-item score (score on the multiple-response questions) rather than total score because not all students had their essays graded. Tables 3.1 - 3.9 show the results of the regressions for students in regular high schools, grades 11 and 12. Table 3.10 is a summary table of selected coefficients from the step 2 columns of Tables 3.1 - 3.9. Table 3.11 summarizes the coefficients from step 1.

The variables used as regressors in step 1 are assumed not to be caused by either the dependent variable or by the additional variables used as regressors in step 2. However, the variables used as regressors in step 2 may, in fact, be affected by unobserved variables which also affect the dependent variable. If so, the true coefficients in step 2 would be unidentified; the estimated coefficients would be meaningless if no further logical restrictions could be put on the model.

The following patterns appear in Table 3.11. Core item score is:

(1) positively associated with being male for all test administrations;

(2) negatively associated across all test dates with reporting oneself as being black or Hispanic (this is the self-reported questionnaire data);

(3) positively associated across all test dates with reported educational attainment of the head of household;

(4) negatively associated across all test dates with a foreign language being spoken at home;

(5) positively associated across all test dates with high average grade 12 academic achievement scores for the school as a whole.

In order to test if the association between the dependent variable and each of the independent variables has changed significantly over time, a test for the equality of coefficients between test dates was made. When the t-values as reported in Table 3.12 are compared with Student's t critical points for a 95% level of significance, the null hypothesis that $b_1 = b_2$, where 1 and 2 are consecutive test dates, cannot be rejected in almost all comparisons. We can, therefore, not reject the null hypothesis that the "true" regression coefficients were the same on successive test dates. (We are aware that this test is based on the assumption of independent samples, and that the samples represented here are not entirely independent because of CHSPE-retakers.)

Further inferences can be drawn if one accepts an assumption that variables used as regressors only on step 2 are not affected by any unobserved variables which also affect the core item score. If we can accept this assumption then core item score is seen in Table 3.10 to be

(1) negatively associated with being old for one's grade;

(2) positively associated with reported academic grades;

(3) higher for students who reported taking foreign language courses;

(4) positively associated with reported higher absence rate;

(5) negatively associated with having taken CHSPE previously;

(6) negatively associated with planning to work soon after high school;

(7) positively associated with planning to go to a university or four-year college at some future time;

(8) negatively associated with planning to be independent soon after high school;

(9) negatively associated with having learned of CHSPE from a school official (principal, teacher, counselor);

(10) higher for students who report that they currently work between 10 and 29 hours a week.

The striking negative association between core item score and the self-reported ethnic identifications-- black and Hispanic --led us to run stratified regressions by ethnicity. For these regressions we stratified by black, Hispanic and a third category which included white, American Indian (self-reported), and Asian. The third category was so formed because whites and Asians performed similarly with regard to core item score as can be seen from Table 3.10; and American Indians were included in this grouping because the number of individuals reporting themselves as "Native Americans" was inconsistent with known population percentages of American Indians. It is speculated that the wording of the ethnic identification question led white, non-Indians to identify themselves as "Native Americans."

The results of the ethnic stratification regressions are presented in Tables 3.13-3.21 with a summary of selected step 2 coefficients shown in

Tables 3.22 - 3.24. Except for the negative relationship between core item score and planning to be independent after high school, none of the associations which are consistent and significant for the total test-taking sample show such consistency within the black subsample of test-takers. In part this is due to the smaller number of blacks, which produces larger sampling error. The Hispanic subsample is more consistent with the total sample results, with some variation, and the white, American Indian, Asian category directly reflects the results for the total sample.

Tables 3.25-3.33 amd Summary Table 3.34 report the results of regressions of core item score with the step 1 and step 2 variables discussed above for the test-takers who indicated they were attending continuation schools. The results are generally consistent with those for students in regular high schools.

Further analysis was done to determine the association between the step 1 regressors and the probability of actually passing CHSPE. Passing requires not only a sufficiently high core item score but also writing an acceptable essay. A linear probability model was used. The regressions were run with data weighted to obviate the problem of heteroskedasticity.

The results of the weighted regressions are reported in Tables 3.35 - 3.43, and Summary Table 3.44. The constants reported in these tables are the estimated coefficients on the weight variables in the weighted regression. That is, if the unweighted model is $Y_i = a + \sum_j b_j X_{ij} + u_i$, where $Y_i =$ (1 if individual i passed CHSPE, 0 if individual i did not pass), X_{ij} is the value of independent variable j for individual i, and u_i is a residual, then the weighted model is $W_i Y_i = aW_i + W_i \sum_j b_j X_{ij} + W_i u_i$, where W_i is the weight for individual i, b_j is the slope coefficient on X_j, and a is the constant in the unweighted model. The probability of an individual passing CHSPE, as estimated from the unweighted regression, is $\hat{Y}_i = \hat{a} + \sum_j \hat{b}_j X_{ij}$, where $\hat{a}$ and $\hat{b}_j$ are the estimated constant and slope coefficients. This estimate is then used to construct the individual weight $W_i = 1/\sqrt{\hat{Y}_i (1-\hat{Y}_i)}$. The weighted regression then gives the (efficient) coefficient estimates, a^* and b_j^*, which imply an individual's estimated probability of passing, $Y_i^* = a^* + \sum_j b_j^* X_{ij}$.

In Tables 3.35 - 3.43 the dependent variable in the first column is Y_i and in the second column it is $W_i Y_i$. The mean of Y_i is the proportion in the sample who passed CHSPE. Summary Table 3.44 shows only this unweighted proportion.

From these equations we can see that the probability of passing CHSPE is:

(1) negatively associated with being female for the first two test dates, positively associated with being female for the next four test dates, and negatively associated with being female for the most recent three dates. (We are aware of a change in grading policy which placed greater emphasis on the essay part of the exam after the second test administration. It is hypothesized that females have an advantage over males with regard to writing skills and that the change of association after the second test date reflects this advantage. Why the direction of association changes again with the seventh test date remains unexplained.)

(2) negatively associated with being black or Hispanic;

(3) positively associated with reported educational attainment of the head of household;

(4) negatively associated with a foreign language being spoken at home;

(5) positively associated with average grade 12 academic achievement test scores for the school as a whole.

F. Sub-task Four: Reanalysis of Subsample from SDE Follow-up Survey

The only data thus far available on what happened to high school students after taking CHSPE are that from the February 1977 State Department of Education's follow-up survey of a 10 percent sample of December 1975 CHSPE-takers. (See reference in footnote 1.) The SDE authors stated that the results of their survey should be interpreted with caution both because (1) the first cohort of CHSPE-takers may have differed somewhat from subsequent cohorts and (2) the response rate was low, particularly for the non-passer stratum. Of the approximately 1,200 December 1975 CHSPE-takers who were sampled, 541 responded to the follow-up survey. The response rate was 61 percent among passers and 31 percent among non-passers.

Stratifying by pass/not pass, SDE researchers thoroughly analyzed the data in terms of bivariate relationships, looking at demographic, attitude, and outcome variables. Our analysis looks at multivariate relationships within mutually exclusive categories of respondents over time: pass/not pass, stay in/leave high school, and current activities. To the extent that the reliability of the data permits, we have used the recursive structure of our set of equations to make inferences regarding the possible effects of passing CHSPE on staying in high school and on the work-school activities of the CHSPE-takers 15 months after taking the test. In addition to the SDE follow-up data, we used data from the December ETS questionnaire and school data both from regular state sources and from the SDE School Survey.

Unfortunately, CHSPE-takers who were juniors in December 1975 would not ordinarily have graduated from high school until June 1977. Therefore it is impossible to tell from data gathered in February 1977 exactly how many juniors eventually left high school before obtaining the diploma.

1. Stage One: Regressions on Pass/Fail and on Core Items Score

The first stage in our analysis was to look at individual and aggregate characteristics associated with passing CHSPE and with scores on the core items of the test (see Table 4.1). Only juniors and seniors enrolled in regular high schools in December 1975 were included in our analysis.

The regressions for score are slightly different from the regressions for pass/fail, because the latter depend on differences in score in the neighborhood of the passing score. Although the core item score is less important to CHSPE-takers than whether or not they passed, the regression on core item score is important in considering a range of possible cut-off points or for researchers interested in the nature of the core items test.

The regression equations for pass/fail and for score were run in two steps as in Sub-task Three of Task I. Only background and aggregate school characteristics were exogenous to CHSPE performance. Individual school performance variables were quite likely to be affected by unobserved variables which also affected CHSPE performance. Inferences regarding their effects on the dependent variable must therefore be made with care.

The first five variables (listed in Step 1, see Table 4.1) can be considered exogenous to the student's score on, or passing of, CHSPE. For score, all four family background variables were significant in Step 1, but for passing, only the respondent's number of brothers and sisters was statistically significant and strongly negative.

The respondent's grades in mathematics and English, as well as being in a college prep curriculum, were positively associated with passing. Nearly all the school performance variables were associated with the level of the score. Grades in English, social studies, and math were positively associated with score, as was being in a college prep curriculum. Being older than usual for one's grade was negatively associated with score.

To make some inferences about the goals of students who have used CHSPE as a route out of high school, we looked first at the correlates of staying in high school or leaving before receiving the diploma among the CHSPE-takers. Second, we examined the current activities of CHSPE-takers who did or did not receive the CHSPE certificate or high school diploma.

A tentative conclusion regarding the effects of passing CHSPE upon staying in high school can be drawn simply from the comparison of the proportions of passers and non-passers who stayed in high school after taking CHSPE. The proportion of juniors was about 60% in both subsamples used for our regressions, but while 45% of the non-passers stayed in high school after taking CHSPE, only 25% of the passers did so. The next step is to analyze the relationship between leaving school early and various characteristics of the CHSPE-takers, among those who passed and those who did not.

2. Stage Two: Did CHSPE-Passers Leave High School Early?

The analysis was performed by entering blocks of variables in steps (see Tables 4.2a and 4.2b). For definition of variables, see Appendix II. Two sets of regressions were run: one including variables from the SDE School Survey and one not including these variables.

Step 1: Background variables: Females and respondents whose fathers had more education were somewhat more likely than males and respondents with less educated fathers to stay in high school after passing CHSPE.

Step 2: School-level variables (exogenous): Passers were more likely to stay in school in a district which provided a smoking area on the campus. Passers were less likely to stay in a school whose 12th graders scored higher on standardized tests (CAP score). Passers were more likely to stay in a school which provided more programs of a remedial or ethnic-oriented nature, but less likely to stay in a school which provided a wide variety of enrichment programs. Perhaps teachers and administrators (and parents) in schools with fewer potential CHSPE-passers make more effort to keep them in school.

Step 3: "Junior" was added to see if there was any overall difference in the likelihood of junior as compared to senior passers staying in school. It was found that juniors were decidedly less likely than seniors to stay if they passed. Perhaps those closer to obtaining the diploma and finishing with their class were more reluctant to leave high school early. Or perhaps the younger CHSPE-takers were more determined to leave school at the time they took CHSPE.

Step 4: School performance variables were added next. Passers who got higher grades in social studies or who were in the college prep curriculum were more likely to stay in high school.

Step 5: Data on various motivations for taking CHSPE came from the follow-up questiomaire. Students who disliked high school were more likely to leave. More important, it appears that CHSPE-takers who were motivated by any particular goal--to work and earn money or to go to college--were more likely to leave school early than those without a compelling reason.

Step 6: Finally, several alternative plans for immediately after taking CHSPE were added to the equation. The coefficient on "planned to stay in high school and get a regular diploma" was so large (.62) that it overwhelmed the effects of the other variables on the stay/leave outcome.

In conclusion, college-oriented passers were more likely to stay in school than the non-college bound, yet those who wanted to go to college early, as well as those who wanted to go to work early, were more likely to leave than those who were not so motivated.

Did CHSPE-Failers Leave High School Early?

It was difficult to find variables in our data which predicted whether or not the non-passers left high school early.

Steps 1 and 2: (see Table 4.3) Background variables: The older the respondent, the less likely he or she was to stay in high school after taking and failing CHSPE. This variable remained statistically significant through all the steps of the regression. If of equal age, however, juniors were somewhat more likely to leave than seniors. Females were somewhat more likely than males to stay in school after failing.

Step 3: School performance variables: Generally, students with higher course grades or in the college prep curriculum were not significantly more likely to stay in high school if they failed CHSPE. The exception was students with higher grades in science. It is possible that these students were more likely than others to be oriented to the university and the professions and need the full complement of college prep courses in high school. However, the positive association between science grades and staying in high school was barely significant. As expected, the more frequent the respondent's absence from school, the less likely he or she was to stay in high school after failing CHSPE.

Step 4: Adding several motivation and plans variables from the questionnaire revealed no further significant differences between non-passers who stayed in high school and those who left early.

In conclusion, non-passers appeared to have left school early because they were tired of school--they were older and more frequently absent than those who stayed--rather than because they were motivated by any particular goal.

3. Stage Three: Current Activities of CHSPE-Takers

In order to look at current activities of CHSPE-takers, the sample was stratified on the basis of junior or senior status at the time of taking CHSPE. About the same percentage of juniors as seniors had passed CHSPE (64.3 percent and 62.2 percent), but while 28.9 percent of the December seniors had received their diplomas by February 1977, only 10.4 percent of the juniors had done so (see Table 4.4a).

Respondents' current activities were categorized according to their responses to the question, "What are you doing now?" Thirteen mutually exclusive categories were developed, along with a "miscellaneous multiple responses" category. The hypothesis was that whether or not the respondent had passed CHSPE or received a regular high school diploma would be associated with what he or she was doing 15 months after taking CHSPE. Inferences must be made with extreme caution, however, due to the small number of cases in most CHSPE/ diploma categories, the low response rate, etc., (see Table 4.4b).

Virtually none of the respondents who were seniors in December 1975 were still attending high school in February 1977, although 40 of them had received neither the high school diploma nor a CHSPE certificate. Those with the CHSPE certificate were more likely to be attending some form of postsecondary education (including adult school) than those with the diploma.

About 20 percent of the respondents who were juniors in December 1975 were still attending high school in February 1977. Juniors with a high school diploma were more likely than those with a CHSPE certificate to be attending a postsecondary institution--the opposite of the case for seniors. Part of the difference may be due to the fact that these juniors would have had to graduate early to have earned their diplomas by February 1977, evidence of strong motivation to move on with their lives.

APPENDIX I

DESCRIPTION OF SPECIAL PROGRAMS OFFERED IN THE HIGH SCHOOLS

Index of program diversity--remedial and ethnic

Dropout prevention program

Bilingual program

Remedial basic skills instruction

Ethnic studies

Index of program diversity--enriched

College advanced placement

Self-paced learning

Diagnostic-prescriptive education

Student exchange program

Career exploration

Women's studies

Consumer education

Sociology, anthropology, or psychology courses

APPENDIX II

DEFINING THE DEPENDENT VARIABLES FOR TABLES 4.1 - 4.4b

Stage 1: Pass/fail and score.

Whether or not the respondent passed CHSPE in December 1975 (ETS data) or in March 1976 (self-reported data on the follow-up questionnaire).

Stage 2: Stay in high school, if passed.

Passers were defined by Stage 1. Responses to the item (on the follow-up questionnaire), "Did you leave high school earlier than you would have, as a result of passing the CHSPE?", provided information on stay/leave.

Stage 2b: Stay in high school, if failed.

Non-passers were also defined by the Stage 1 dependent variable. Responses to the item (on the follow-up questionnaire), "What are you doing now?", provided clues to whether or not they left school early after taking CHSPE. They were considered to have stayed in high school if (1) they responded that they were still in regular or continuation high school and had not yet received a regular diploma; or if (2) they responded that they had received the high school diploma.

If they responded that they were neither in regular or continuation high school and had not received a diploma, they were considered to have left school early.

Stage 3: Post-CHSPE outcomes.

The dependent variable for the final stage of the analysis was the respondent's current activity.

TABLE 1a

Distribution of California Grade 12 Enrollment in Regular High Schools and Distribution of CHSPE Registrants, by Ethnicity, Gender, and Region; and Percentage in Each Category Passing CHSPE; 1975-76, 1976-77, and 1977-78

	1975-76			1976-77			1977-78		
	% of enrollment, Grade 12 Reg. h.s.	% of CHSPE takers	% passing CHSPE	% of enrollment, Grade 12 Reg. h.s.	% of CHSPE takers	% passing CHSPE	% of enrollment, Grade 12 Reg. h.s.	% of CHSPE takers	% passing CHSPE
Asian, male, SMSA north	1.31	0.64	37.56	1.06	0.55	37.37	1.06	0.51	36.31
SMSA south	2.30	0.43	41.96	0.99	0.49	30.59	0.98	0.47	38.56
rural	0.12	0.12	28.21	0.20	0.10	42.42	0.98	0.47	33.33
region unknown	0	0	—	0	0.02	14.29	0	0.21	34.78
Asian, female, SMSA north	1.40	0.59	35.71	1.12	0.53	41.08	1.10	0.48	37.18
SMSA south	2.62	0.38	39.37	1.02	0.42	40.82	1.00	0.45	46.94
rural	0.12	0.11	40.54	0.20	0.11	41.03	0.21	0.12	61.54
region unknown	0	0.01	0	0	0.01	20.00	0	0.16	31.37
Asian, gender unknown,									
SMSA north	0	0	—	0	0	—	0	0+	100
SMSA south	0	0	—	0	0	—	0	0	—
rural	0	0	—	0	0	—	0	0	—
region unknown	0	0	—	0	0	—	0	0	—
Black, male, SMSA north	0.72	0.31	12.75	1.47	0.36	19.84	1.44	0.24	26.25
SMSA south	0.61	0.48	17.50	2.80	0.61	9.48	2.88	0.55	23.33
rural	0.11	0.05	12.50	0.13	0.06	28.57	0.12	0.02	14.29
region unknown	0	0.02	0	0	0.01	0	0	0.17	8.93
Black, female, SMSA north	0.75	0.45	14.67	1.56	0.51	21.02	1.54	0.32	29.81
SMSA south	0.63	0.70	8.23	3.10	0.83	14.53	3.20	0.71	16.31
rural	0.11	0.06	5.26	0.13	0.07	24.00	0.13	0.02	12.50
region unknown	0	0.03	0	0	0.04	0	0	0.15	10.42

TABLE 1a (Cont.)

	1975-76			1976-77			1977-78		
	% of enrollment, Grade 12 Reg. h.s.	% of CHSPE takers	% passing CHSPE	% of enrollment, Grade 12 Reg. h.s.	% of CHSPE takers	% passing CHSPE	% of enrollment, Grade 12 Reg. h.s.	% of CHSPE takers	% passing CHSPE
Black, gender unknown,									
SMSA north	0	0	—	0	0	—	0	0	—
SMSA south	0	0+	0	0	0	—	0	0	—
rural	0	0	—	0	0	—	0	0	—
region unknown	0	0	—	0	0	—	0	0	—
Hispanic, male, SMSA north	1.84	1.08	27.53	1.93	1.02	27.27	1.90	0.74	30.17
SMSA south	4.05	1.56	25.19	4.74	1.39	24.58	4.66	1.38	30.84
rural	1.02	0.51	27.38	1.17	1.39	24.58	1.14	0.38	36.80
region unknown	0	0.05	33.33	0	0.06	27.27	0	0.49	33.33
Hispanic, female,									
SMSA north	1.90	1.21	26.50	1.95	1.26	26.15	1.97	0.94	29.32
SMSA south	4.16	1.48	20.08	4.89	1.50	31.54	4.86	1.48	29.57
rural	1.02	0.49	26.54	1.19	0.57	28.43	1.20	0.41	37.50
region unknown	0	0.04	30.77	0	0.07	20.00	0	0.50	24.24
Hispanic, gender unknown,	0	0	—	0	0	—	0	0	—
SMSA north	0	0+	100	0	0	—	0	0	—
SMSA south	0	0+	0	0	0+	0	0	0	—
rural	0	0+	0	0	0	—	0	0	—
region unknown									
"Indian", male, SMSA north	0.05	2.27	21.47	0.14	1.36	21.70	0.14	1.20	22.65
SMSA south	0.07	2.73	23.84	0.15	1.81	18.95	0.14	1.48	24.95
rural	0.08	1.58	24.52	0.15	0.96	17.17	0.15	0.86	24.91
region unknown	0	0.02	0	0	0.03	16.67	0	0.50	21.34
"Indian", female, SMSA north	0.05	1.57	21.62	0.14	1.21	29.93	0.14	0.96	29.43
SMSA south	0.07	2.10	19.88	0.15	1.46	28.60	0.15	1.19	32.13
rural	0.08	1.26	24.22	0.14	0.85	29.25	0.14	0.90	31.86
region unknown	0	0.04	8.33	0	0.04	7.14	0	0.36	26.27

TABLE 1a (Cont.)

	1975-76			1976-77			1977-78		
	% of enrollment, Grade 12 Reg. h.s.	% of CHSPE takers	% passing CHSPE	% of enrollment, Grade 12 Reg. h.s.	% of CHSPE takers	% passing CHSPE	% of enrollment, Grade 12 Reg. h.s.	% of CHSPE takers	% passing CHSPE
"Indian", gender unknown,									
SMSA north	0	0.01	66.67	0	0	—	0	0	—
SMSA south	0	0+	0	0	0	—	0	0	—
rural	0	0	—	0	0	—	0	0	—
region unknown	0	0	—	0	0	—	0	0	—
White, male, SMSA north	11.71	9.23	54.70	11.23	9.15	42.06	11.21	7.43	48.42
SMSA south	17.46	11.14	49.66	15.48	11.44	42.62	15.36	9.93	46.95
rural	8.01	5.32	51.65	7.80	4.46	40.39	7.95	4.46	45.05
region unknown	0	0.12	43.90	0	0.28	32.65	0	3.18	44.59
White, female, SMSA north	12.07	9.23	43.81	11.45	10.53	48.27	11.44	8.87	50.12
SMSA south	17.53	11.09	41.93	15.64	12.71	46.20	15.47	11.72	47.71
rural	7.99	5.82	40.78	7.82	5.84	49.33	8.04	4.95	46.00
region unknown	0	0.15	32.65	0	0.32	30.63	0	2.86	48.03
White, gender unknown,	0.03	0.01	25.00	0.01	0.01	0	0.02	0.01	100
SMSA north	0.01	0.03	44.44	0.03	0.01	25.00	0.02	0	—
SMSA south	0+	0.02	20.00	0.02	0.01	40.00	0.02	0.01	50.00
rural	0	0	—	0	0	—	0	0.01	50.00
region unknown									
Ethnicity unknown, male									
SMSA north	0	4.65	19.78	0	3.81	12.12	0	3.39	12.84
SMSA south	0	6.09	20.11	0	6.30	16.17	0	5.65	18.82
rural	0	2.50	20.12	0	2.90	19.60	0	2.12	16.69
region unknown	0	0.13	13.95	0	0.23	5.13	0	2.58	8.85

TABLE 1a (Cont.)

	1975-76			1976-77			1977-78		
	% of enrollment, Grade 12 Reg. h.s.	% of CHSPE takers	% passing CHSPE	% of enrollment, Grade 12 Reg. h.s.	% of CHSPE takers	% passing CHSPE	% of enrollment, Grade 12 Reg. h.s.	% of CHSPE takers	% passing CHSPE
Ethnicity unknown, female,									
SMSA north	0	3.93	17.49	0	3.67	14.14	0	3.39	13.50
SMSA south	0	5.57	16.52	0	5.94	18.46	0	5.84	16.65
rural	0	2.50	15.76	0	3.30	20.47	0	2.27	11.96
region unknown	0	0.09	3.45	0	0.25	12.50	0	1.88	11.18
Ethnicity unknown, gender unknown,									
SMSA north	0	0.01	25.00	0	0.02	0	0	0.01	50.00
SMSA south	0	0.01	0	0	0.01	0	0	0.01	50.00
rural	0	0+	0	0	0.01	50.00	0	0	—
region unknown	0	0	—	0	0	—	0	0.01	0

Table 1b

NUMBER OF CHSPE-REGISTRANTS BY TYPE OF SCHOOL ATTENDING, BY TEST DATE

	1975-76				1976-77						1977-78							
	12/75		3/76		11/76		3/77		6/77		11/77		3/78		6/78		11/78	
	number	%*	number	%	number	%	number	%	number	%	number	%	number	%	number	%	number	%
Regular Public High School	8104	62.1	10637	53.2	5997	50.6	5082	44.9	4710	41.0	4827	50.0	4872	43.6	5009	41.8	6511	50.5
Continuation School	1557	11.9	2634	13.2	1240	10.5	1134	10.0	905	7.9	878	9.1	1025	9.2	1001	8.4	1157	9.0
Private School	114	.9	352	1.8	162	1.4	220	1.9	259	2.3	144	1.5	256	2.3	252	2.1	154	1.2
Other	224	1.7	482	2.4	391	3.3	444	3.9	368	3.2	297	3.1	413	3.7	323	2.7	361	2.8
Not Attending School	1130	8.7	2139	10.7	1522	12.8	1714	15.1	2010	17.5	1151	11.9	1831	16.4	2204	18.4	1676	13.0
Missing	1930	14.8	3751	18.8	2540	21.4	2720	24.0	3237	28.2	2365	24.5	2773	24.8	3197	26.7	3045	23.6
Total for test date	13059		19995		11852		11314		11489		9662		11170		11986		12904	
Total for School Year		33054					34655						32818				12904	

*May not add up to 100.00 because of rounding.

Table 2.1

WEIGHTED REGRESSIONS FOR CHSPE PARTICIPATION RATE AMONG ALL STUDENTS AND SELECTED SUB-GROUPS, IN REGULAR HIGH SCHOOLS, FOR CALIFORNIA AS A WHOLE, 1975-76

	Total particip.		Male rate	Female rate	High SES	Low SES
Percent minority in the school *	-.002 (.0003)	-.002 (.0004)	-.002 (.0004)	-.002 (.0004)	-.005 (.0009)	-.001 (.0004)
Mean CAP score of 12th graders in School, 1975-76 (CAP)	-.087 (.07)	-.145 (.08)	-.110 (.08)	-.065 (.08)	-.558 (.20)	.279 (.09)
Pct of families on AFDC in school, 1975-76 (CAP)	.013 (.03)	.037 (.03)	-.002 (.03)	.031 (.08)	.076 (.08)	.035 (.03)
Smoking allowed in special areas (dist), (1977-78 State data)	.636 (.40	.656 (.46)	.756 (.45)	.471 (.47)	.728 (1.18)	1,002 (.51)
Unified school district	1.098 (.43)	1.103 (.49)	1.089 (.47)	1.149 (.50)	2.017 (1.25)	1.579 (.54)
Expenditure per ADA in district, 1975-76	.0023 (.0007)	.002 (.0008)	.002 (.0008)	.002 (.0008)	.007 (.002)	.0015 (.0009)
Unemployment in county, 1975	.019 (.13)	-.011 (.15)	-.102 (.15)	.148 (.16)	.564 (.39)	-.019 (.16)
N. Calif. metro-itan counties	-1.913 (.78)	-2.320 (.86)	-1.998 (.86)	-1.743 (.90)	-3.093 (2.27)	-1.835 (.97)
S. Calif. metro-politan counties	-3.224 (.77)	-3.569 (.85)	-3.473 (.85)	-2.866 (.89)	-4.868 (2.24)	-3.680 (.96)
Publicity given to CHSPE in school		.221 (.08)				
Male percent of school enrlmt., 1975-76 (CAP)			-.185 (.06)	.217 (.06)		
Constant	12.672 (5.23)	12.840 (6.24)	25.564 (6.31)	-2.462 (6.65)	37.267 (15.28)	-11.360 (6.55)
R^{-2}	.27	.25	.27	.19	.09	.24
Residual degrees of freedom	687	508	686	686	687	687

* A weighted average of 1973-74 and 1977-78 Ethnic Census data.

Table 2.1a

WEIGHTED REGRESSIONS FOR CHSPE PARTICIPATION RATE AMONG ALL STUDENTS AND SELECTED SUB-GROUPS, IN REGULAR HIGH SCHOOLS, RURAL CALIFORNIA COUNTIES, 1975-76

	Total participation		Male rate	Female rate	High SES	Low SES
Percent minority in the school *	-.003	-.003	-.003	-.002	-.003	-.002
	(.001)	(.001)	(.001)	(.001)	(.003)	(.001)
Mean CAP score of 12th graders in school, 1975-76 (CAP)	-.174	-.124	-.181	.042	-.139	.0007
	(.36)	(.29)	(.31)	(.40)	(.83)	(.30)
Pct. of families on AFDC in the school, 1975-76 (CAP)	-.126	-.154	-.153	-.193	.073	-.168
	(.13)	(.09)	(.09)	(.12)	(.25)	(.09)
Smoking allowed in special areas (dist), (1977-78 State data)	3.570	3.588	3.288	3.318	3.126	3.129
	(1.59)	(1.26)	(1.35)	(1.74)	(3.65)	(1.32)
Unified school district	.131	.755	-.309	.984	7.796	.040
	(1.87)	(1.49)	(1.61)	(2.08)	(4.33)	(1.57)
Expenditure per ADA in district, 1975-76	.004	.002	.0008	.002	.014	-.0008
	(.004)	(.003)	(.003)	(.004)	(.008)	(.003)
Unemployment in nty, 1975	-.059	.173	.010	.311	1.830	-.043
	(.26)	(.22)	(.23)	(.30)	(.63)	(.23)
Publicity given to CHSPE in the school	.268					
	(.32)					
Male percent of school enrollment, 1975-76 (CAP)			-.092	.590		
			(.14)	(.19)		
Constant	14.463	16.249	29.937	-28.051	-19.486	14.252
	(25.92)	(20.15)	(22.91)	(29.45)	(58.52)	(21.23)
R^{-2}	.37	.39	.39	.23	.12	.35
Residual degrees of freedom	95	137	136	136	137	137

* A weighted average of 1973-74 and 1977-78 Ethnic Census data.

Table 2.1b

WEIGHTED REGRESSIONS FOR CHSPE PARTICIPATION RATE AMONG ALL STUDENTS AND SELECTED SUB-GROUPS, IN REGULAR HIGH SCHOOLS, NORTHERN CALIFORNIA METROPOLITAN COUNTIES, 1975-76

	Total partic.		Male rate	Female rate	High SES	Low SES
Percent minority in the school *	-.004 (.0008)	-.003 (.0007)	-.003 (.0008)	-.003 (.0008)	-.007 (.002)	-.001 (.001)
Mean CAP score of 12th graders in sch., 1975-76 (CAP)	-.313 (.13)	-.096 (.12)	-.064 (.13)	-.125 (.13)	-.753 (.34)	.624 (.17)
Pct of families on AFDC in school, 1975-76 (CAP)	.077 (.06)	.087 (.06)	.064 (.06)	.119 (.07)	.195 (.14)	.155 (.09)
Smoking allowed in special areas (dist), (1977-78 State data)	.995 (.75)	1.073 (.69)	.872 (.75)	1.354 (.79)	.995 (1.98)	.853 (1.00)
Unified school districts	.324 (.76)	.509 (.72)	1.298 (.77)	-.234 (.81)	1.987 (2.04)	1.644 (1.04)
Expenditure per ADA in district, 1975-76	.0006 (.001)	.002 (.001)	.002 (.001)	.001 (.001)	.009 (.003)	.001 (.002)
Unemployment in county, 1975	-.026 (.30)	-.207 (.27)	-.464 (.29)	.103 (.31)	-.438 (.78)	-.120 (.39)
licity given to CHSPE in school	.269 (.14)					
Male percent of school enrollment, 1975-76 (CAP)			-.162 (.12)	.257 (.12)		
Constant	25.127 (10.06)	14.055 (9.06)	22.542 (11.26)	.144 (11.87)	58.661 (25.80)	-36.119 (13.10)
R^{-2}	.31	.25	.27	.18	.10	.24
Residual degrees of freedom	156	217	216	216	217	217

* A weighted average of 1973-74 and 1977-78 Ethnic Census data.

Table 2.1c

Weighted Regression for CHSPE Participation Rate Among All Students and Selected Sub-Groups, in Regular High Schools, Southern California Metropolitan Counties, 1975-76

	Total participation		Male rate	Female rate	High SES	Low SES
ercent minority n the school*	-.002 (.0005)	-.002 (.0004)	-.002 (.0004)	-.002 (.0004)	-.004 (.001)	-.001 (.0005)
ean CAP score of 12th graders in sch., 1975-76 (CAP)	-.110 (.11)	-.130 (.09)	-.153 (.11)	-.112 (.10)	-.498 (.28)	.048 (.11)
ct of families on AFDC in the school, 1975-76 (CAP)	.009 (.04)	-.019 (.03)	-.031 (.04)	-.012 (.03)	.054 (.10)	-.016 (.04)
moking allowed in pecial area (dist), (1977-78 State data)	-.778 (.67)	-.960 (.57)	-.784 (.66)	-1.254 (.60)	-.272 (1.78)	-.385 (.67)
Unified school istrict	2.382 (.71)	2.229 (.61)	1.959 (.71)	2.626 (.64)	1.465 (1.90)	2.806 (.71)
Expenditure per ADA in district, 1975-76	.005 (.001)	.005 (.001)	.005 (.001)	.005 (.001)	.0065 (.003)	.004 (.001)
Unemployment in county, 1975	-.142 (.29)	-.198 (.25)	-.067 (.29)	-.288 (.27)	-.386 (.79)	-.219 (.30)
Publicity given to CHHPE in the school	.224 (.10)					
Male percent of school enrollment, 1975-76 (CAP)			-.220 (.08)	.100 (.07)		
Constant	1.600 (8.32)	9.357 (6.69)	20.737 (8.30)	20.737 (7.54)	39.108 (20.88)	-2.678 (7.85)
$\bar{R}^2$	.20	.24	.18	.26	.06	.20
Residual degrees of freedom	239	317	316	316	317	317

*A weighted average of 1973-74 and 1977-78 ethnic census data.

Table 2.1d

Test of Possible Effects of Program Diversity in High Schools on CHSPE Participation Rates in Regular High Schools, 1975-76

1975-76

	Step 1	Step 2	Step 3
Percent minority in the school*	-,002 (.0005)	-.003 (.0005)	-.003 (.0005)
Mean CAP score of 12th graders in the school, 1975-76 (CAP)	-.169 (.09)	-.171 (.10)	-.169 (.09)
Percent of families on AFDC in the school, 1975-76 (CAP)	.056 (.04)	.055 (.04)	.065 (.04)
Smoking allowed in special are of high school campus (district policy), (1977-78 State data)	.826 (.55)	.848 (.55)	.787 (.54)
Unified school district	.864 (.56)	.865 (.56)	.968 (.55)
Expenditure per ADA in the school district, 1975-76	.002 (.0009)	.002 (.0009)	.002 (.0009)
Unemployment in the county, 1976	-.080 (.17)	-.075 (.17)	-.091 (.17)
Northern California metropolitan counties	-2.293 (.94)	-2.221 (.94)	-2.403 (.93)
Southern California metropolitan counties	-3.461 (.93)	-3.424 (.93)	-3.670 (.92)
Index of program diversity in the high school: remedial and ethnic		.292 (.25)	.281 (.25)
Index of program diversity in the high school: enriched		-.083 (.20)	-.087 (.20)
Publicity given to CHSPE in the high school			.373 (.09)
Constant	19.564 (6.96)	19.410 (6.97)	13.084 (7.02)
$\bar{R}^2$	.22	.22	.23
Residual degrees of freedom	418	416	415

weighted average of 1973-74 and 1977-78 ethnic census data.

Table 2.2

Weighted Regressions for CHSPE Participation Rate Among all Students and by Sex, in Regular High Schools, for California as a Whole, 1976-77

	Total participation			Male participation		Female participation	
	Step 1	Step 2	Step 3	Step 1	Step 2	Step 1	Step 2
Percent minority in the school*	-.074 (.01)	-.071 (.02)	-.016 (.01)	-.057 (.01)	-.011 (.01)	-.090 (.02)	-.025 (.02)
Mean CAP score of 12th graders in sch., 1976-77 (CAP)	-.025 (.06)	-.007 (.06)	.039 (.05)	-.028 (.06)	.011 (.06)	-.016 (.08)	.048 (.07)
Pct of families on AFDC in the school, 1976-77 (CAP)	.009 (.02)	.008 (.02)	.013 (.02)	-.014 (.02)	-.009 (.02)	.042 (.03)	.038 (.02)
Smoking allowed in special area (dist), (1977-78 State data)	-.322 (.38)	-.357 (.38)	-.639 (.30)	-.214 (.38)	-.466 (.32)	-.441 (.45)	-.757 (.37)
Unified school district	.632 (.41)	.715 (.41)	.175 (.33)	.508 (.41)	.096 (.35)	.712 (.49)	.124 (.40)
Expenditure per ADA in district, 1976-77	.0013 (.0006)	.0013 (.0006)	.0001 (.0005)	.0009 (.0006)	-.00006 (.0005)	.00017 (.0007)	.0004 (.0006)
mployment in county, 1975	.114 (.12)	.196 (.12)	.134 (.10)	.176 (.12)	.125 (.10)	.095 (.14)	.028 (.11)
N. Calif. metropolitan counties	-1.556 (.70)	-1.470 (.70)	-.694 (.56)	-1.069 (.70)	-.424 (.60)	-1.912 (.83)	-1.054 (.68)
S. Calif. metropolitan counties	-2.384 (.69)	-2.209 (.70)	-.522 (.57)	-2.037 (.69)	-.543 (.60)	-2.600 (.82)	-.701 (.68)
Revenue loss per ADA loss, 1976-77		.0001 (.000056)	.00009 (.000045)				
Male percent of school enrollment, 1976-77 (CAP)				-.030 (.05)	-.085 (.04)	.225 (.06)	.158 (.05)
Mean CHSPE participation rate in school on 3 test dates in 1975-76			.555 (.03)		.477 (.03)		.642 (.03)
Mean CHSPE passing rate in schools on 3 test dates in 1975-76			.032 (.01)		.031 (.01)		.027 (.015)
Mean male percent of CHSPE takers in school on 3 test dates in 1975-76					.020 (.01)		-.015 (.01)
Constant	7.861 (4.63)	5.733 (4.75)	-2.182 (3.87)	9.428 (5.26)	3.912 (4.67)	-4.226 (6.29)	-9.652 (5.33)
$\bar{R}^2$	.23	.235	.51	.23	.44	.19	.46
Residual d of f	692	691	689	691	688	691	688

*Weighted average of 1973-74 and 1977-78 ethnic census data.

Table 2.2a

Weighted Regressions for CHSPE Participation Rate Among All Students and by Sex, in Regular High Schools, for Rural California Counties, 1976-77

	Total participation			Male participation		Female participation	
	Step 1	Step 2	Step 3	Step 1	Step 2	Step 1	Step 2
Percent minority in the school*	-.121	-.120	-.074	-.076	-.033	-.167	-.116
	(.04)	(.04)	(.03)	(.04)	(.04)	(.05)	(.05)
Mean CAP score of 12th graders in sch., 1976-77 (CAP)	.383	.381	.165	.367	.172	.392	.124
	(.25)	(.25)	(.23)	(.26)	(.24)	(.32)	(.30)
Pct of families on AFDC in the school, 1976-77 (CAP)	-.033	-.035	-.090	-.104	-.154	.034	-.041
	(.09)	(.09)	(.08)	(.09)	(.09)	(.12)	(.11)
Smoking allowed in special area (dist), (1977-78 State data)	1.728	1.661	.593	1.795	.808	1.873	.580
	(1.15)	(1.17)	(1.05)	(1.16)	(1.08)	(1.45)	(1.35)
Unified school district	.081	.096	-.835	.153	-.688	-.052	-1.079
	(1.25)	(1.25)	(1.13)	(1.26)	(1.17)	(1.58)	(1.47)
Expenditure per ADA in district, 1976-77	.0037	.0036	.0015	.002	.00008	.0054	.003
	(.002)	(.002)	(.002)	(.002)	(.002)	(.0027)	(.003)
Unemployment in county, 1976	.322	.314	.061	.195	-.045	.462	.160
	(.23)	(.23)	(.21)	(.23)	(.22)	(.29)	(.27)
Revenue loss per ADA loss, 1976-77		.00013	-.00001				
		(.0004)	(.0003)				
Male percent of school enrollment, 1976-77 (CAP)				-.198	-.232	.188	.149
				(.13)	(.11)	(.16)	(.14)
Mean CHSPE participation rate in school on 3 test dates in 1975-76			.414		.380		.463
			(.07)		(.07)		(.09)
Mean CHSPE passing rate in school on 3 test dates in 1975-76			.051		.051		.047
			(.04)		(.04)		(.05)
Mean male pct. of CHSPE takers in school on 3 test dates in 1975-76					.023		-.026
					(.03)		(.04)
Constant	-22.640	-22.263	-8.427	-8.862	3.887	36.176	-14.739
	(17.37)	(17.46)	(15.68)	(19.37)	(18.18)	(24.15)	(22.85)
$\bar{R}^2$	.42	.42	.54	.36	.47	.36	.46
Residual d of f	134	133	131	133	130	133	130

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* weighted average of 1973-74 and 1977-78 ethnic census data.

Table 2.2b

Weighted Regressions for CHSPE Participation Rate among all Students and by Sex, in Regular High Schools, for Northern California Metropolitan Counties, 1976-77

	Total participation			Male participation		Female participation	
	Step 1	Step 2	Step 3	Step 1	Step 2	Step 1	Step 2
Percent minority in the school*	-.099	-.099	-.016	-.087	-.009	-.117	-.016
	(.03)	(.03)	(.03)	(.03)	(.03)	(.04)	(.03)
Mean CAP score of 12th graders in sch, 1976-77 (CAP)	-.129	-.131	.051	-.145	.012	-.104	.119
	(.10)	(.10)	(.08)	(.09)	(.09)	(.12)	(.10)
Pct of families on AFDC in the school, 1976-77 (CAP)	.025	.024	.041	.006	.012	.059	.078
	(.05)	(.05)	(.04)	(.05)	(.04)	(.06)	(.05)
Smoking allowed in special area (dist), (1977-78 State data)	.192	.199	-.278	.529	.231	-.317	-.862
	(.62)	(.62)	(.47)	(.60)	(.49)	(.76)	(.59)
Unified school district	.081	.114	-.059	.174	-.230	.123	-.081
	(.68)	(.69)	(.52)	(.65)	(.55)	(.83)	(.66)
Expenditure per ADA in district, 1976-77	.0005	.0004	-.0009	.0001	-.001	.0009	-.0008
	(.0009)	(.0009)	(.0007)	(.0009)	(.0007)	(.001)	(.0009)
Unemployment in county, 1976	-.185	-.169	.080	-.043	.258	-.265	.046
	(.25)	(.25)	(.19)	(.24)	(.20)	(.31)	(.24)
Revenue loss per ADA loss, 1976-77		.00025	.00007				
		(.0007)	(.0005)				
Male percent of school enrollment, 1976-77 (CAP)				.005	-.032	.193	.177
				(.08)	(.07)	(.10)	(.08)
Mean CHSPE participation rate in school on 3 test dates in 1975-76			.574		.480		.689
			(.05)		(.05)		(.06)
Mean CHSPE passing rate in school on 3 test dates in 1975-76			.036		.031		.037
			(.02)		(.02)		(.03)
Mean male pct. of CHSPE takers in school on 3 test dates in 1975-76					.048		.003
					(.02)		(.02)
Constant	17.221	17.041	-2.910	17.803	-.928	6.130	-17.566
	(7.54)	(7.57)	(6.06)	(8.47)	(7.34)	(10.79)	(8.80)
$\bar{R}^2$	.17	.16	.59	.20	.46	.10	.47
Residual d of f	223	222	220	222	219	222	219

Weighted average of 1973-74 and 1977-78 ethnic census data.

Table 2.2c

Weighted Regressions for CHSPE Participation Rate Among All Students and by Sex, in Regular High Schools, for Southern California Metropolitan Counties, 1976-77

	Total participation			Male participation		Female participation	
	Step 1	Step 2	Step 3	Step 1	Step 2	Step 1	Step 2
Percent minority in the school*	-.053 (.02)	-.046 (.02)	-.004 (.02)	-.039 (.02)	-.004 (.02)	-.065 (.02)	-.014 (.02)
Mean CAP score of 12th graders in sch, 1976-77 (CAP)	.027 (109)	.068 (.09)	.069 (.08)	.029 (.09)	.032 (.09)	.026 (.10)	.045 (.09)
Pct of families on AFDC in the school, 1976-77 (CAP)	-.005 (.03)	-.007 (.03)	-.0009 (.02)	-.020 (.03)	-.015 (.03)	.015 (.03)	.010 (.03)
Smoking allowed in special area (dist), (1977-78 State data)	-1.657 (.55)	-1.737 (.55)	-1.204 (.45)	-1.731 (.57)	-1.290 (.50)	-1.539 (.63)	-.930 (.52)
Unified school district	1.686 (.61)	1.860 (.61)	.794 (.51)	1.243 (.64)	.463 (.57)	1.970 (.72)	.828 (.60)
Expenditure per ADA in district, 1976-77	.0034 (.001)	.003 (.001)	.0014 (.0008)	.003 (.001)	.0013 (.0009)	.0036 (.001)	.0015 (.001)
Unemployment in the county, 1976	.110 (.17)	.364 (.20)	.298 (.16)	.231 (.17)	.202 (.15)	.012 (.19)	.004 (.16)
Revenue loss per ADA loss, 1976-77		.00015 (.00006)	.0001 (.00005)				
Male percent of school enrollment, 1976-77 (CAP)				-.045 (.07)	-.109 (.07)	.199 (.08)	.118 (.07)
Mean CHSPE participation rate in school on 3 test dates in 1975-76			.553 (.04)		.488 (.05)		.639 (.05)
Mean CHSPE passing rate in school on 3 test dates in 1975-76			.027 (.016)		.026 (.02)		.022 (.02)
Mean male pct. of CHSPE takers in school on 3 test dates in 1975-76					.007 (.02)		-.021 (.02)
Constant	-2.930 (6.49)	-7.853 (6.74)	-8.398 (5.62)	-.508 (7.42)	.850 (6.84)	-12.692 (8.27)	-9.977 (7.20)
$\bar{R}^2$	.24	.25	.49	.21	.39	.21	.46
Residual d of f	319	318	316	318	315	318	315

*Weighted average of 1973-74 and 1977-78 ethnic census data.

Table 2.3

Weighted REgressions for CHSPE Participation Rate Among All Students and by Sex, in Regular High Schools, California as a whole, 1977-78

	Total participation		Male participation		Female participation	
	Step 1	Step 2	Step 1	Step 2	Step 1	Step 2
Percent minority in the school (1977-78 ethnic census)	-.058	-.022	-.044	-.012	-.071	-.033
	(.01)	(.01)	(.01)	(.01)	(.01)	(.01)
Mean CAP score of 12th graders in the school, 1977-78 (CAP)	.034	-.015	.035	-.021	.024	-.017
	(.04)	(.04)	(.05)	(.04)	(.06)	(.05)
Percent of families on AFDC in the school, 1977-78 (CAP)	.017	.011	.007	.003	.038	.031
	(.02)	(.01)	(.02)	(.01)	(.019)	(.02)
Smoking allowed in special area (district policy), (1977-78 State data)	.120	.133	.308	.321	-.010	-.009
	(.26)	(.20)	(.28)	(.23)	(.33)	(.28)
Unified school district	.444	.369	.544	.443	.279	.220
	(.24)	(.19)	(.26)	(.21)	(.31)	(.26)
Expenditure per ADA in the school district, 1977-78	.00034	.0001	.0003	.0001	.00035	.00012
	(.00005)	(.00004)	(.00005)	(.00045)	(.00006)	(.000055
Unemployment in the county, 1976	.291	.162	.331	.194	.256	.124
	(.08)	(.06)	(.08)	(.07)	(.10)	(.09)
Northern California metropolitan counties	-.890	-.372	-.687	-.231	-1.115	-.544
	(.47)	(.37)	(.50)	(.41)	(.60)	(.51)
Southern California metropolitan counties	-1.389	-.269	-1.398	-.351	-1.397	-.175
	(.47)	(.37)	(.50)	(.41)	(.59)	(.51)
Male percent of current school enrollment, 1977-78 (CAP)			-.027	-.031	.221	.220
			(.04)	(.03)	(.04)	(.04)
Mean CHSPE participation rate in school on 3 test dates in 1976-77		.451		.426		.487
		(.02)		(.02)		(.03)
Mean CHSPE passing rate in school on 3 test dates in 1976-77		.020		.024		.015
		(.007)		(.01)		(.01)
Mean male pct. of CHSPE takers in school on 3 test dates in 1976-77				.014		-.002
				(.007)		(.009)
Constant	.184	-.079	.792	.664	-9.562	-10.251
	(3.34)	(2.64)	(3.91)	(3.29)	(4.67)	(4.03)
$\bar{R}^2$	.29	.57	.24	.47	.24	.45
Residual degrees of freedom	705	703	704	701	704	701

Table 2.3a

Weighted Regressions for CHSPE Participation Rate Among All Students and by Sex, in Regular High Schools, for Rural California Counties, 1977-1978

	Total participation		Male participation		Female participation	
	Step 1	Step 2	Step 1	Step 2	Step 1	Step 2
Percent minority in the school (1977-78 ethnic census)	-.071 (.03)	-.035 (.03)	-.061 (.03)	-.023 (.03)	-.064 (.04)	-.026 (.04)
Mean CAP score of 12th graders in the school, 1977-78 (CAP)	.017 (.17)	-.050 (.15)	.158 (.19)	.106 (.18)	-.083 (.25)	-.178 (.25)
Percent of families AFDC in the school, 1977-78 (CAP)	-.079 (.09)	.017 (.08)	-.084 (.10)	.006 (.09)	-.071 (.13)	.014 (.13)
Smoking allowed in special area (district policy), (1977-78 State data)	1.408 (.82)	.801 (.75)	2.088 (.93)	1.394 (.87)	.989 (1.24)	.437 (1.21)
Unified school district	1.267 (.86)	1.320 (.78)	.288 (.99)	.197 (.92)	2.096 (1.32)	2.078 (1.28)
Expenditure per ADA in the school district, 1977-78	.002 (.001)	.0008 (.001)	.002 (.002)	.001 (.002)	.002 (.002)	.001 (.002)
mployment in the county, 1976	.438 (.16)	.385 (.15)	.409 (.18)	.347 (.17)	.508 (.24)	.459 (.24)
Male percent of current school enrollment, 1977-78 (CAP)			-.147 (.10)	-.119 (.09)	.392 (.13)	.422 (.12)
Mean CHSPE participation rate in school on 3 test dates in 1976-77		.283 (.05)		.304 (.06)		.261 (.09)
Mean CHSPE passing rate in school on 3 test dates in 1976-77		.060 (.02)		.047 (.024)		.078 (.03)
Mean male pct. of CHSPE takers in school on 3 test dates in 1976-77				.013 (.02)		.012 (.03)
Constant	-1.329 (11.62)	-1.137 (10.46)	-3.838 (14.27)	-5.997 (13.19)	-15.439 (19.13)	-16.269 (18.44)
$\bar{R}^2$	.37	.49	.36	.46	.20	.26
Residual degrees of freedom	140	138	139	136	139	136

Table 2.3b

Weighted Regressions for CHSPE Participation Rate Among All Students and by Sex, in Regular High Schools, for Northern California Metropolitan Counties, 1977-78

	Total participation		Male participation		Female participation	
	Step 1	Step 2	Step 1	Step 2	Step 1	Step 2
Percent minority in the school (1977-78 ethnic census)	-.064 (.02)	-.033 (.01)	-.043 (.02)	-.015 (.01)	-.086 (.02)	-.051 (.02)
Mean CAP score of 12th graders in the school, 1977-78 (CAP)	.009 (.07)	-.048 (.06)	.007 (.07)	-.055 (.06)	-.009 (.09)	-.050 (.07)
Percent of families on AFDC in the school, 1977-78 (CAP)	.042 (.03)	.021 (.02)	.026 (.03)	.006 (.02)	.079 (.03)	.054 (.03)
Smoking allowed in special area (district policy), (1977-78 State data)	.443 (.39)	.367 (.30)	.518 (.40)	.464 (.34)	.403 (.47)	.290 (.39)
Unified school district	.507 (.46)	.304 (.35)	.352 (.47)	.178 (.39)	.426 (.55)	.256 (.45)
Expenditure per ADA in the school district, 1977-78	-.00009 (.0006)	-.0002 (.0005)	-.0004 (.0006)	-.0005 (.0005)	.00006 (.0007)	-.0001 (.0006)
employment in the unty, 1976	.190 (.17)	.263 (.13)	.277 (.17)	.333 (.14)	.090 (.20)	.188 (.17)
Male percent of current school enrollment, 1977-78 (CAP)			.087 (.06)	.059 (.04)	.194 (.07)	.167 (.06)
Mean CHSPE participation rate in school on 3 test dates in 1976-77		.425 (.03)		.385 (.04)		.459 (.04)
Mean CHSPE passing rate in school on 3 test dates in 1976-77		.020 (.01)		.026 (.014)		.009 (.02)
Mean male pct. of CHSPE takers in school on 3 test dates in 1976-77				.001 (.01)		-.004 (.01)
Constant	2.476 (5.33)	1.661 (4.19)	-1.111 (5.90)	-.330 (5.10)	-5.187 (6.90)	-5.648 (5.96)
$\bar{R}^2$	.23	.55	.23	.48	.19	.46
Residual degrees of freedom	224	222	223	220	223	220

Table 2.3c

Weighted Regressions for CHSPE Participation Rate Among All Students and by Sex, in Regular High Schools, Southern California Metropolitan Counties, 1977-78

	Total participation		Male participation		Female participation	
	Step 1	Step 2	Step 1	Step 2	Step 1	Step 2
Percent minority in the school (1977-78 ethnic census)	-.046 (.01)	-.009 (.01)	-.038 (.01)	-.009 (.01)	-.056 (.02)	-.011 (.01)
Mean CAP score of 12th graders in the school, 1977-78 (CAP)	.087 (.06)	.028 (.05)	.056 (.07)	-.018 (.06)	.100 (.08)	.052 (.06)
Percent of families on AFDC in the school, 1977-78 (CAP)	.013 (.02)	.011 (.01)	.003 (.02)	.004 (.02)	.031 (.02)	.026 (.02)
Smoking allowed in special area (district policy), (1977-78 State data)	-.522 (.41)	-.066 (.29)	-.416 (.42)	.005 (.34)	-.596 (.49)	-.089 (.37)
Unified school district	.188 (.34)	.169 (.25)	.606 (.36)	.588 (.29)	-.244 (.42)	-.244 (.31)
Expenditure per ADA in the school district, 1977-78	.0004 (.00006)	.00008 (.00004)	.00034 (.00006)	.0001 (.00005)	.0004 (.00007)	.00005 (.00006)
Unemployment in the county, 1976	.203 (.12)	.002 (.09)	.217 (.13)	.011 (.10)	.187 (.15)	-.024 (.11)
Male percent of current school enrollment, 1977-78 (CAP)			-.016 (.05)	-.034 (.04)	.187 (.06)	-.172 (.05)
Mean CHSPE Participation rate in school on 3 test dates in 1976-77		.547 (.03)		.480 (.04)		.635 (.04)
Mean CHSPE passing rate in school on 3 test dates in 1976-77		.014 (.009)		.019 (.01)		.009 (.01)
Mean male pct. of CHSPE takers in school on 3 test dates in 1976-77				.020 (.009)		-.010 (.01)
Constant	-5.296 (4.72)	-2.170 (3.43)	-3.526 (5.40)	.670 (4.39)	-14.547 (6.33)	-10.952 (4.79)
$\bar{R}^2$	.29	.64	.22	.50	.28	.61
Residual degrees of freedom	325	323	324	321	324	321

Table 2.4

NUMBERS OF REGULAR HIGH SCHOOLS WITH ZERO CHSPE PARTICIPATION IN EACH YEAR
1975-76 to 1977-78

Year 1: 1975-76

				Students Whose Parents Have	
	Total	Male	Female	More than BA	Less than BA
State of Calif.	14 (1.8%)	40 (5.2%)	14 (1.8%)	79 (10.2%)	27 (3.5%)
Northern Calif. metropolitan counties	1 (0.4%)	6 (2.4%)	1 (0.4%)	16 (6.3%)	5 (2.0%)
Southern Calif. metropolitan counties	6 (1.7%	12 (3.3%)	6 (1.7%)	37 (10.3%)	12 (3.3%)
Rural counties	7 (4.3%	22 (13.6%)	7 (11.3%)	26 (16.0%)	10 (6.2%)

Year 2: 1976-77	Total	Male	Female
State of Calif	20 (2.6%)	52 (6.7%)	23 (3.0%)
Northern Calif. metropolitan counties	1 (0.4%)	9 (3.5%)	3 (1.2%)
Southern Calif. metropolitan counties	5 (1.4%)	15 (4.2%)	6 (1.7%)
Rural counties	14 (8.6%)	28 (17.3%)	14 (8.6%)

Year 3: 1977-78	Total		
State of California	28 (3.6%)	66 (8.5%)	32 (4.1%)
Northern Calif. metropolitan counties	5 (2.0%)	16 (6.3%)	7 (2.8%)
Southern Calif. metropolitan counties	9 (2.5%)	20 (5.6%)	11 (3.1%)
Rural counties	14 (8.6%)	30 (18.5%)	14 (8.6%)

Numbers of schools in each region:

State of California:	776
Northern Calif. metrop. counties	254
Southern Calif. metrop. counties	360
Rural counties	162

Table 2.5

Weighted Regressions for CHSPE Participation Rate Among All Students in Continuation Schools, for California as a Whole, 1976-77

	Total Participation			
	Without SDE Survey		With SDE Survey	
	Step 1	Step 2	Step 1	Step 2
Percent minority in school*	-.040 (.01)	-.006 (.009)	-.050 (.02)	-.018 (.02)
Number of teachers per pupil	.058 (.25)	-.087 (.20)	.002 (.40)	-.037 (.34)
Percent professionals and managers in district (Census)	.214 (.04)	.153 (.03)	.199 (.06)	.158 (.05)
Smoking allowed in special area (district policy)	.435 (.54)	-.565 (.44)	.473 (.89)	-.765 (.79)
Unemployment in county, 1976	.009 (.16)	.041 (.13)	-.041 (.25)	-.019 (.22)
Northern California metropolitan counties	2.343 (.80)	.982 (.65)	2.423 (1.34)	1.424 (1.16)
Southern California metropolitan counties	2.252 (.76)	.848 (.62)	2.986 (1.20)	1.385 (1.07)
Publicity given to CHSPE in the school			-.284 (.19)	-.237 (.16)
Mean CHSPE participation rate in school on 3 test dates in 1975-76		.406 (.04)		.360 (.07)
Mean CHSPE passing rate in school on 3 test dates in 1975-76		.036 (.01)		.035 (.02)
Constant	-2.956 (2.25)	-4.253 (1.81)	1.832 (4.76)	-.338 (4.11)
$\bar{R}^2$	.39	.61	.37	.54
Residual degrees of freedom	192	190	89	87
Zero participation schools:	Total Male Female			

*A weighted average of 1973-74 and 1977-78 ethnic census data.

Table 2.5a

Weighted Regressions for CHSPE Participation Rate Among All Students and by Sex, in Continuation Schools, Northern California Metropolitan and Rural Counties, 1976-77

	Total Participation		Male Participation		Female Participation	
	Step 1	Step 2	Step 1	Step 2	Step 1	Step 2
Percent minority in school *	-.026 (.01)	-.010 (.01)	-.022 (.01)	-.004 (.01)	-.051 (102)	-.031 (.02)
Number of teachers per pupil	.177 (.28)	-.058 (.23)	.222 (.27)	.063 (.24)	.219 (.38)	-.080 (.35)
Percent professionals and managers in district (Census)	.257 (.05)	.177 (.05)	.301 (.05)	.214 (.05)	.207 (.07)	.125 (.07)
Smoking allowed in special area (district policy) (1977-78 State data)	1.677 (.67)	-.220 (.61)	.193 (.68)	-1.478 (.63)	2.843 (.95)	.945 (.94)
Unemployment in county, 1976	-.165 (.15)	-.047 (.13)	-.131 (.15)	-.008 (.13)	-.138 (.22)	-.045 (.20)
Male percent of current school enrollment 1976-77 (CAP)			.046 (.05)	.050 (.04)	.197 (.07)	.151 (.06)
Mean CHSPE participation rate in school on 3 test dates in 1975-76		.428 (.06)		.359 (.06)		.495 (.10)
Mean CHSPE passing rate in school on 3 test dates in 1975-76		.024 (.02)		.061 (.02)		.002 (.03)
Mean male pct. of CHSPE takers in school on 3 test dates in 1975-76				-.017 (.01)		.002 (.02)
Constant	-1.370 (2.43)	-2.562 (2.03)	-5.857 (3.73)	-6.870 (3.26)	-9.925 (5.20)	-8.195 (4.86)
$\bar{R}^2$	.41	.60	.36	.55	.38	.50
Residual degrees of freedom	113	111	112	109	112	109

*A weighted average of 1973-74 and 1977-78 ethnic census data.

Table 2.5b

Weighted Regressions for CHSPE Participation Rate Among All Students and by Sex, in Continuation Schools, Southern California Metropolitan Counties, 1976-77

	Total Participation		Male Participation		Female Participation	
	Step 1	Step 2	Step 1	Step 2	Step 1	Step 2
Percent minority in school*	-.033 (.02)	.012 (.01)	-.034 (.02)	.009 (.02)	-.027 (.02)	.026 (.02)
Number of teachers per pupil	-.112 (.51)	.069 (.39)	.114 (.52)	.307 (.43)	-.414 (.70)	.041 (.59)
Percent professionals and managers in district (Census)	.196 (.06)	.130 (.05)	.157 (.06)	.103 (.05)	.276 (.08)	.176 (.07)
Smoking allowed in special area (district policy) (1977-78 State data)	-.576 (.97)	-1.167 (.72)	-.801 (1.00)	-1.303 (.81)	-.090 (1.35)	-.667 (1.11)
Unemployment in county, 1976	-.218 (.38)	-.166 (.28)	-.196 (.38)	-.168 (.31)	-.271 (.52)	-.306 (.42)
Male percent of current school enrollment, 1976-77 (CAP)			-.016 (.06)	.015 (.05)	.074 (.08)	.113 (.07)
Mean CHSPE participation rate in school on 3 test dates in 1975-76		.417 (.06)		.402 (.07)		.443 (.09)
Mean CHSPE passing rate in school on 3 test dates in 1975-76		.058 (.02)		.044 (.025)		.111 .03)
Mean male pct. of CHSPE takers in school on 3 test dates in 1975-76				-.006 (.01)		-.016 (.02)
Constant	1.044 (4.16)	-3.870 (3.15)	2.699 (5.27)	-3.207 (4.30)	-4.595 (7.09)	-12.464 (5.91)
$\bar{R}^2$	.26	.59	.21	.50	.21	.48
Residual degrees of freedom	74	72	73	70	73	70

*A weighted average of 1973-74 and 1977-78 ethnic census data.

Table 3.1

Regressions for Individual Core Item Score, Students in Regular High Schools, Grades 11 and 12, December, 1975.

Regressors	Step 1	Step 2
Female	-4.46	-7.81
	(.43)	(.41)
Ethnic Minority:		
Black	-13.86	-14.31
	(1.65)	(1.45)
Asian	- .62	-1.14
	(1.33)	(1.17)
Hispanic	-2.85	-2.13
	(.93)	(.81)
Education of head of household (5-point scale)	1.96	.97
	(.17)	(.16)
Language other than English spoken at home	-5.59	-5.79
	(.67)	(.59)
Age 17+ in grade 11 or 18+ in grade 12		-6.01
		(.55)
Reported grades(5-point scale) in English:		2.09
		(.23)
Social Studies		2.43
		(.23)
Science		1.26
		(.22)
Mathematics		3.08
		(.19)
Plan to work full-time soon after leaving high school		-1.55
		(.45)
Plan to attend university(or 4-year college) at some future time		1.01
		(.42)
Plan to stay in high school and receive regular diploma if Pass CHSPE		- .07
		(.55)
Plan to enroll in a community college soon after high school		1.07
		(.44)
Active in at least one extra-curricular school program		.16
		(.40)

continued

Table 3.1 (Cont'd.)

Regressors	Step 1	Step 2
How often absent from school		.91
		(.23)
Mean combined academic achievement score in school, 1975-76 (CAP)	.32	.43
	(.06)	(.05)
School located in SMSA:		
Southern California	- .18	- .31
	(.65)	(.57)
Northern California	.43	.69
	(.68)	(.60)
Constant	83.91	46.67
	(3.76)	(3.58)
Dependent Variable Mean	106.65	106.65
R^2	.09	.30
Residual d. of f.	5535	5524

Number in parentheses are standard errors

Table 3.2

Regressions for Individual Core Item Score, Students in Regular High Schools, Grades 11 and 12, March, 1976

Regressors	Step 1	Step 2
Female	-4.13 (.40)	-7.53 (.37)
Ethnic Minority:		
Black	-15.37 (1.16)	-13.77 (1.01)
Asian	- .01 (1.22)	-1.58 (1.06)
Hispanic	-3.13 (.80)	-3.33 (.69)
Education of head of household (5-point scale)	2.09 (.16)	.83 (.14)
Language other than English spoken at home	-5.69 (.60)	-5.53 (.52)
Age 17+ in grade 11 or 18+ in grade 12		-1.81 (.35)
Reported grades (5-point scale) in English:		1.82 (.20)
Social Studies		2.56 (.20)
Science		1.40 (.19)
Mathematics		3.70 (.17)
Plan to work full-time soon after leaving high school		-1.15 (.41)
Plan to attend university (or 4-year college) at some future time		1.06 (.39)
Plan to stay in high school and receive regular diploma if Pass CHSPE		- .17 (.44)
Plan to be independent soon after high school		-3.11 (.41)
Plan to enroll in a community college soon after high school		.67 (.40)
Active in at least one extra-curricular school program		- .67 (.37)

continued

Table 3.2 (Cont'd.)

Regressors	Step 1	Step 2
How often absent from school		1.82 (.21)
Mean combined academic achievement score in school, 1975-76 (CAP)	.29 (.05)	.45 (.04)
School located in SMSA:		
Southern California	- .61 (.64)	- .51 (.56)
Northern California	.92 (.67)	1.08 (.58)
Received a grade in vocational education		2.68 (.75)
Received a grade in a foreign language		2.19 (.43)
Took CHSPE before		.35 (.71)
Has a job		- .25 (.48)
Works between 10 and 29 hours per week		.92 (.52)
Learned of CHSPE from: Parent/Guardian Radio TV Magazine Newspaper Notice at Public Library Other		1.74 (.49)
Learned of CHSPE from: School Newspaper Notice posted at school Announcement read to all students Other student		insufficient tolerance
Learned of CHSPE from: Teacher Attendance Officer Counselor Principal		-3.35 (.38)
Constant	65.10 (3.27)	23.0 (3.20)
Dependent variable mean	86.59	86.59
R^2	.102	.33
Residual d. of f.	7528	7509

Numbers in parentheses are standard errors

Table 3.3

Regressions for Individual Core Item Score, Students in Regular High Schools, Grades 11 and 12, November, 1976

Regressors	Step 1	Step 2
Female	-3.93 (.68)	-8.20 (.62)
Ethnic Minority:		
Black	-15.78 (2.15)	-12.23 (1.84)
Asian	4.88 (2.15)	3.27 (1.83)
Hispanic	-3.40 (1.45)	-2.60 (1.24)
Education of head of household (5-point scale)	3.07 (.27)	1.23 (.25)
Language other than English spoken at home	-7.45 (1.13)	-7.90 (.97)
Age 17+ in grade 11 or 18+ in grade 12		-11.74 (.91)
Reported grades (5-point scale) in English:		2.02 (.36)
Social Studies		3.26 (.35)
Science		1.81 (.33)
Mathematics		5.29 (.28)
Plan to work full-time soon after leaving high school		- .42 (.70)
Plan to attend university (4-year college) at some future time		1.82 (.65)
Plan to stay in high school and receive regular diploma if pass CHSPE		- .50 (.78)
Plan to enroll in a community college soon after high school		.58 (.66)
Plan to be independent soon after high school		-5.74 (.69)
Active in at least one extra-curricular school program		-1.37 (.61)

UL

continued

Table 3.3 (Cont'd.)

Regressors	Step 1	Step 2
How often absent from school		2.33 (.36)
Mean combined academic achievement score in school, 1976-77 (CAP)	.28 (.09)	.47 (.07)
School located in SMSA:		
Southern California	.05 (1.03)	-1.36 (.88)
Northern California	.79 (1.08)	.04 (.92)
Received a grade in vocational education		1.27 (1.30)
Received a grade in a foreign language		3.99 (.70)
Took CHSPE before		- .28 (1.37)
Has a job		- .12 (.85)
Works between 10 and 29 hours per week		1.84 (.92)
Learned of CHSPE from: Parent/Guardian Radio TV Magazine Newspaper Notice at Public Library Other		insufficient tolerance
Learned of CHSPE from: School Newspaper Notice posted at school Announcement read to all students Other student		- .81 (.77)
Learned of CHSPE from: Teacher Attendance Officer Counselor Principal		-6.14 (.67)
Constant	71.10 (5.51)	20.85 (5.32)
Dependent variable mean	94.76	94.76
R^2	.07	.34
Residual d. of f.	4854	4835

Numbers in parentheses are standard errors

Table 3.4

Regressions for Individual Core Item Score, Students in Regular High Schools, Grades 11 and 12 March, 1977

Regressors	Step 1	Step 2
male	-5.84 (.78)	-9.85 (.73)
Ethnic Minority: Black	-16.28 (2.35)	-12.61 (2.06)
Asian	- .08 (2.38)	-1.16 (2.07)
Hispanic	-4.50 (1.63)	-3.38 (1.42)
Education of head of household (5-point scale)	3.38 (.32)	1.46 (.29)
Language other than English spoken at home	-7.34 (1.29)	-7.54 (1.12)
Age 17+ in grade 11 or 18+ in grade 12		-5.23 (.71)
Reported grades (5-point scale) in English:		1.95 (.40)
Social Studies		2.94 (.39)
Science		2.45 (.37)
Mathematics		4.60 (.33)
Plan to work full-time soon after leaving high school		-2.70 (.82)
Plan to attend university (4-year college) at some future time		1.49 (.76)
Plan to stay in high school and receive regular diploma if pass CHSPE		.13 (.88)
Plan to enroll in a community college soon after high school		- .17 (.78)
Plan to be independent soon after high school		-3.56 (.81)
Active in at least one extra-curricular school program		- .88 (.71)

continued

Table 3.4 (Cont'd.)

Regressors	Step 1	Step 2
How often absent from school		1.96 (.41)
Mean combined academic achievement score in school, 1976-77 (CAP)	.27 (.10)	.51 (.09)
School located in SMSA:		
Southern California	-2.75 (1.26)	-2.24 (1.10)
Northern California	-1.42 (1.30)	- .38 (1.14)
Received a grade in vocational education		3.64 (1.49)
Received a grade in a foreign language		3.01 (.82)
Took CHSPE before		1.66 (1.33)
Has a job		-1.72 (1.00)
Works between 10 and 29 hours per week		2.03 (1.08)
Learned of CHSPE from:		insufficient tolerance
Parent/Guardian		
Radio		
TV		
Magazine		
Newspaper		
Notice at Public Library		
Other		
Learned of CHSPE from:		- .57 (.97)
School Newspaper		
Notice posted at school		
Announcement read to all students		
Other student		
Learned of CHSPE from:		-5.84 (.76)
Teacher		
Attendance Officer		
Counselor		
Principal		
Constant	76.90 (6.15)	23.66 (6.17)
Dependent variable mean	97.05	97.05
R^2	.10	.33
Residual d. of f.	3316	3297

Numbers in parentheses are standard errors

Table 3.5

Regressions for Individual Core Item Score, Students in Regular High Schools, Grades 11 and 12 June, 1977

Regressors	Step 1	Step 2
Male	-4.53 (.86)	-7.61 (.83)
Ethnic Minority:		
Black	-20.55 (2.54)	-20.19 (2.27)
Asian	3.79 (2.48)	2.52 (2.19)
Hispanic	-5.75 (1.83)	-4.72 (1.61)
Education of head of household (5-point scale)	3.18 (.35)	1.33 (.33)
Language other than English spoken at home	-7.22 (1.43)	-8.71 (1.27)
Age 17+ in grade 11 or 18+ in grade 12		-2.44 (.76)
Reported grades (5-point scale) in English:		1.78 (.45)
Social Studies		2.65 (.45)
Science		1.89 (.41)
Mathematics		5.17 (.36)
Plan to work full-time soon after leaving high school		-1.37 (.92)
Plan to attend university (4-year college) at some future time		3.19 (.87)
Plan to stay in high school and receive regular diploma if pass CHSPE		.49 (1.00)
Plan to enroll in a community college soon after high school		- .09 (.90)
Plan to be independent soon after high school		-3.59 (.90)
Active in at least one extra-curricular school program		- .05 (.80)

Table 3.5 (Cont'd.)

Regressors	Step 1	Step 2
How often absent from school		1.91 (.46)
Mean combined academic achievement score in school, 1976-77 (CAP)	.31 (.11)	.50 (.10)
School located in SMSA:		
Southern California	- .38 (1.31)	.43 (1.18)
Northern California	1.25 (1.38)	2.15 (1.23)
Received a grade in vocational education		.20 (1.61)
Received a grade in a foreign language		3.60 (.95)
Took CHSPE before		-2.76 (1.37)
Has a job		.01 (1.04)
Works between 10 and 29 hours per week		1.05 (1.12)
Learned of CHSPE from: Parent/Guardian Radio TV Magazine Newspaper Notice at Public Library Other		5.30 (.84)
Learned of CHSPE from: School Newspaper Notice posted at school Announcement read to all students Other student		6.19 (1.08)
Learned of CHSPE from: Teacher Attendance Officer Counselor Principal		insufficient tolerance
Constant	69.02 (6.83)	15.01 (6.93)
Dependent variable mean	93.79	93.79
R^2	.10	.31
Residual d. of f.	2907	2888

Numbers in parentheses are standard errors

Table 3.6

Regressions for Individual Core Item Score, Students in Regular High Schools, Grades 11 and November, 1977.

Regressors	Step 1	Step 2
Female	-2.69 (.73)	-7.96 (.71)
Ethnic Minority:		
Black	-12.75 (2.65)	-13.35 (2.35)
Asian	5.96 (2.11)	2.97 (1.88)
Hispanic	-3.44 (1.47)	-1.99 (1.30)
Education of head of household (5-point scale)	3.30 (.30)	1.39 (.28)
Language other than English spoken at home	-7.37 (1.17)	-7.69 (1.05)
Age 17+ in grade 11 or 18+ in grade 12		-10.46 (1.01)
Reported grades (5-point scale) in English:		1.99 (.39)
Social Studies		3.32 (.39)
Science		1.98 (.36)
Mathematics		3.18 (.32)
Plan to work full-time soon after leaving high school		-1.96 (.79)
Plan to attend university (4-year college) at some future time		1.71 (.74)
Plan to stay in high school and receive regular diploma if pass CHSPE		.35 (.83)
Plan to enroll in a community college soon after high school		.88 (.74)
Plan to be independent soon after high school		-3.60 (.78)
Active in at least one extra-curricular school program		.56 (.69)

continued

Table 3.6 (Cont'd.)

Regressors	Step 1	Step 2
How often absent from school		2.42 (.40)
an combined academic achievement core in school, 1977-78 (CAP)	.37 (.10)	.58 (.09)
School located in SMSA:		
Southern California	.23 (1.06)	- .46 (.95)
Northern California	.68 (1.15)	.99 (1.03)
Received a grade in vocational education		1.30 (1.46)
Received a grade in a foreign language		3.27 (.80)
Took CHSPE before		-2.75 (1.48)
Has a job		-1.66 (.93)
Works between 10 and 29 hours per week		1.75 (.98)
Learned of CHSPE from: Parent/Guardian Radio TV Magazine Newspaper Notice at Public Library Other		insufficient tolerance
Learned of CHSPE from: School Newspaper Notice posted at school Announcement read to all students Other student		- .86 (.87)
Learned of CHSPE from: Teacher Attendance Officer Counselor Principal		-5.33 (.77)
Constant	66.29 (6.24)	20.90 (6.33)
Dependent variable mean	97.09	97.09
R^2	.08	.28
Residual d. of f.	3875	3856

umbers in parentheses are standard errors

Table 3.7

Regressions for Individual Core Item Score, Students in Regular High Schools, Grades 11 and 12, March, 1978

Regressors	Step 1	Step 2
Female	-5.34 (.78)	-8.75 (.73)
Ethnic Minority:		
Black	-17.16 (2.28)	-15.08 (2.02)
Asian	2.97 (2.28)	.22 (2.01)
Hispanic	-3.06 (1.67)	-3.09 (1.47)
Education of head of household (5-point scale)	2.57 (.32)	.73 (.30)
Language other than English spoken at home	-7.48 (1.27)	-6.49 (1.13)
Age 17+ in grade 11 or 18+ in grade 12		-3.05 (.71)
Reported grades (5-point scale)		
in English:		1.55 (.40)
Social Studies		3.33 (.40)
Science		1.73 (.38)
Mathematics		4.38 (.32)
Plan to work full-time soon after leaving high school		-1.06 (.82)
Plan to attend university (4-year college) at some future time		2.38 (.78)
Plan to stay in high school and receive regular diploma if pass CHSPE		.32 (.88)
Plan to enroll in a community college soon after high school		.03 (.78)
Plan to be independent soon after high school		-5.98 (.84)
Active in at least one extra-curricular school program		- .19 (.73)

continued

Table 3.7 (Cont'd.)

Regressors	Step 1	Step 2
How often absent from school		2.71 (.41)
Mean combined academic achievement score in school, 1977-78 (CAP)	.28 (.10)	.50 (.09)
School located in SMSA:		
Southern California	- .76 (1.25)	- .84 (1.10)
Northern California	-1.39 (1.32)	.04 (1.16)
Received a grade in vocational education		-1.16 (1.55)
Received a grade in a foreign language		3.85 (.84)
Took CHSPE before		-4.23 (1.44)
Has a job		.27 (.98)
Works between 10 and 29 hours per week		.56 (1.04)
Learned of CHSPE from: Parent/Guardian Radio TV Magazine Newspaper Notice at Public Library Other		6.09 (.78)
Learned of CHSPE from: School Newspaper Notice posted at school Announcement read to all students Other student		4.46 (.93)
Learned of CHSPE from: Teacher Attendance Officer Counselor Principal		insufficient tolerance
Constant	74.83 (6.31)	22.35 (6.35)
Dependent variable mean	94.86	94.86
R^2	.08	.30
Residual d. of f.	3247	3228

Numbers in parentheses are standard errors

Table 3.8

Regressions for Individual Core Item Score, Students in Regular High Schools, Grades 11 and 12, June, 1978

Regressors	Step 1	Step 2
Female	-5.21 (.83)	-8.22 (.79)
Ethnic Minority:		
Black	-14.45 (2.43)	-14.17 (2.19)
Asian	1.39 (2.40)	-.91 (2.16)
Hispanic	-3.20 (1.83)	-1.59 (1.65)
Education of head of household (5-point scale)	2.74 (.34)	.79 (.32)
Language other than English spoken at home	-4.04 (1.35)	-5.48 (1.21)
Age 17+ in grade 11 or 18+ in grade 12		-2.77 (.75)
Reported grades (5-point scale) in English:		1.75 (.43)
Social Studies		3.20 (.42)
Science		1.73 (.41)
Mathematics		4.28 (.35)
Plan to work full-time soon after leaving high school		-1.33 (.89)
Plan to attend university (4-year college) at some future time		2.21 (.84)
Plan to stay in high school and receive regular diploma if pass CHSPE		.46 (.94)
Plan to enroll in a community college soon after high school		.04 (.84)
Plan to be independent soon after high school		-4.69 (.89)
Active in at least one extra-curricular school program		-.92 (.79)

continued

Table 3.8 (Cont'd.)

Regressors	**Step I**	**Step 2**
How often absent from school		2.38 (.45)
Mean combined academic achievement score in school, 1977-78 (CAP)	.61 (.11)	.78 (.10)
School located in SMSA:		
Southern California	.28 (1.28)	.56 (1.16)
Northern California	.35 (1.35)	1.00 (1.22)
Received a grade in vocational education		1.01 (1.60)
Received a grade in a foreign language		4.73 (.92)
Took CHSPE before		-1.50 (1.31)
Has a job		-.84 (.97)
Works between 10 and 29 hours per week		-.31 (1.04)
Learned of CHSPE from: Parent/Guardian Radio TV Magazine Newspaper Notice at Public Library Other		5.16 (.82)
Learned of CHSPE from: School Newspaper Notice posted at school Announcement read to all students Other student		5.57 (1.06)
Learned of CHSPE from: Teacher Attendance Officer Counselor Principal		insufficient tolerance
Constant	49.36 (7.01)	-0.46 (6.99)
Dependent variable mean	93.56	93.56
R^2	.08	.27
Residual d. of f.	3106	3087

Numbers in parentheses are standard errors

Table 3.9

Regressions for Individual Core Item Score, Students in Regular High Schools, Grades 11 and 12 November, 1978

Regressors	Step 1	Step 2
Female	-3.89 (.60)	-7.19 (.58)
Ethnic Minority:		
Black	-21.95 (1.76)	-19.10 (1.59)
Asian	-1.80 (1.77)	-4.08 (1.59)
Hispanic	-3.86 (1.18)	-2.00 (1.06)
Education of head of household (5-point scale)	2.83 (.25)	1.22 (.23)
Language other than English spoken at home	-6.14 (.98)	-6.21 (.88)
Age 17+ in grade 11 or 18+ in grade 12		-12.09 (1.31)
Reported grades (5-point scale) in English:		1.94 (.31)
Social Studies		3.42 (.32)
Science		1.56 (.30)
Mathematics		3.35 (.25)
Plan to work full-time soon after leaving high school		- .26 (.64)
Plan to attend university (4-year college) at some future time		1.24 (.60)
Plan to stay in high school and receive regular diploma if pass CHSPE		- .20 (.68)
Plan to enroll in a community college soon after high school		.97 (.61)
Plan to be independent soon after high school		-4.80 (.64)
Active in at least one extra-curricular school program		- .59 (.57)

continued

Table 3.9 (Cont'd.)

Regressors	**Step 1**	**Step 2**
How often absent from school		1.97 (.33)
Mean combined academic achievement score in school, 1977-78 (CAP)	.20 (.08)	.37 (.07)
School located in SMSA:		
Southern California	1.17 (.93)	.59 (.84)
Northern California	.76 (1.00)	1.41 (.89)
Received a grade in vocational education		.40 (1.21)
Received a grade in a foreign language		2.39 (.67)
Took CHSPE before		-3.51 (1.26)
Has a job		- .87 (.76)
Works between 10 and 29 hours per week		1.64 (.78)
Learned of CHSPE from: Parent/Guardian Radio TV Magazine Newspaper Notice at Public Library Other		insufficient tolerance
Learned of CHSPE from: School Newspaper Notice posted at school Announcement read to all students Other student		- .84 (.71)
Learned of CHSPE from: Teacher Attendance Officer Counselor Principal		-6.04 (.63)
Constant	84.65 (5.03)	42.58 (5.16)
Dependent variable mean	101.98	101.98
R^2	.09	.28
Residual d. of f.	5265	5246

Numbers in parentheses are standard errors

Table 3.10

Regressions of Individual Core Item Scores, All Students in Regular High Schools, Grades 11 and 12, Selected Regressors*

Regressors	Test Date 12/75	3/76	11/76	3/77	6/77	11/77	3/78	6/78	11/78
Female	- 7.81 (.41)	- 7.53 (.37)	- 8.20 (.62)	- 9.85 (.73)	- 7.61 (.83)	- 7.96 (.71)	- 8.75 (.73)	- 8.22 (.79)	- 7.19 (.58)
Ethnic Minority:									
Black	-14.31 (1.45)	-13.77 (1.01)	-12.23 (1.84)	-12.61 (2.06)	-20.19 (2.27)	-13.35 (2.35)	-15.08 (2.02)	-14.17 (2.19)	-19.10 (1.59)
Asian	- 1.14 (1.17)	- 1.58 (1.06)	3.27 (1.83)	- 1.16 (2.07)	2.52 (2.19)	2.97 (1.88)	.22 (2.01)	- .91 (2.16)	- 6.08 (1.59)
Hispanic	- 2.13 (.81)	- 3.33 (.69)	- 2.60 (1.24)	- 3.38 (1.42)	- 4.72 (1.61)	- 1.99 (1.30)	- 3.09 (1.47)	- 1.59 (1.65)	- 2.00 (1.06)
Education of head of household (5-point scale)	.97 (.16)	.83 (.14)	1.23 (.25)	1.46 (.29)	1.33 (.33)	1.39 (.28)	.73 (.30)	.79 (.32)	1.22 (.23)
Language other than English spoken at home	- 5.79 (.59)	- 5.53 (.52)	- 7.90 (.97)	- 7.54 (1.12)	- 8.71 (1.27)	- 7.69 (1.05)	- 6.49 (1.13)	- 5.48 (1.21)	- 6.21 (.88)
Mean combined academic achievement score in school (CAP)	.43 (.05)	.45 (.04)	.47 (.07)	.51 (.09)	.50 (.10)	.58 (.09)	.50 (.09)	.78 (.10)	.37 (.07)
Age 17+ in grade 11 or 18+ in grade 12	- 6.01 (.55)	- 1.81 (.35)	-11.74 (.91)	- 5.23 (.71)	- 2.44 (.76)	-10.46 (1.01)	- 3.05 (.71)	- 2.77 (.75)	-12.09 (1.31)
Reported Grades (5-point scale)									
English	2.09 (.23)	1.82 (.20)	2.02 (.36)	1.95 (.40)	1.78 (.45)	1.99 (.39)	1.55 (.40)	1.75 (.43)	1.94 (.31)
Social Studies	2.43 (.23)	2.56 (.20)	3.26 (.35)	2.94 (.39)	2.65 (.45)	3.32 (.39)	3.33 (.40)	3.20 (.42)	3.42 (.32)
Science	1.26 (.22)	1.40 (.19)	1.81 (.33)	2.45 (.37)	1.89 (.41)	1.98 (.36)	1.73 (.38)	1.73 (.41)	1.56 (.30)
Mathematics	3.08 (.19)	3.70 (.17)	5.29 (.28)	4.60 (.33)	5.17 (.36)	3.18 (.32)	4.38 (.32)	4.28 (.35)	3.35 (.25)
Received a grade in vocational education	nr	2.68 (.75)	1.27 (1.30)	3.64 (1.49)	.20 (1.61)	1.30 (1.46)	- 1.16 (1.55)	1.01 (1.60)	.40 (1.21)
Received grade in a foreign language	nr	2.19 (.43)	3.99 (.70)	3.01 (.82)	3.60 (.95)	3.27 (.80)	3.85 (.84)	4.73 (.92)	2.39 (.67)
How often absent from school	.91 (.23)	1.82 (.21)	2.33 (.36)	1.96 (.41)	1.91 (.46)	2.42 (.40)	2.71 (.41)	2.38 (.45)	1.97 (.33)
Took CHSPE before	nr	.35 (.71)	- .28 (1.37)	1.66 (1.33)	- 2.76 (1.37)	- 2.73 (1.48)	- 4.23 (1.44)	- 1.50 (1.31)	- 3.51 (1.26)
Plan to work full-time soon after leaving high school	- 1.55 (.45)	- 1.15 (.41)	- .42 (.70)	- 2.70 (.82)	- 1.37 (.92)	- 1.96 (.79)	- 1.06 (.82)	- 1.33 (.89)	- .26 (.64)
Plan to attend university at some future time	1.01 (.42)	1.06 (.39)	1.82 (.65)	1.49 (.76)	3.19 (.87)	1.71 (.74)	2.38 (.78)	2.21 (.84)	1.24 (.60)
Plan to be independent soon after high school	nr	- 3.11 (.41)	- 5.74 (.64)	- 3.56 (.81)	- 3.59 (.90)	- 3.60 (.78)	- 5.98 (.84)	- 6.69 (.89)	- 4.80 (.64)
Learned of CHSPE:									
outside source	nr	1.74 (.49)	it	it	5.30 (.84)	it	6.09 (.78)	5.16 (.82)	it
within school	nr	it	- .81 (.77)	- .57 (.97)	6.19 (1.08)	- .86 (.87)	4.46 (.93)	5.57 (1.06)	- .84 (.71)
school official	nr	- 3.35 (.38)	- 6.14 (.67)	- 5.84 (.76)	it	- 5.33 (.77)	it	it	- 6.04 (.63)
Works between 10 and 29 hours per week	nr	.92 (.52)	1.84 (.92)	2.03 (1.08)	1.05 (1.12)	1.75 (.98)	.56 (1.04)	- .31 (1.04)	1.64 (.78)
residual d. of f.	5524	7509	4835	3297	2888	3856	3228	3087	5246

* for complete equation see Tables 3.1 - 3.9
nr: not reported
it: insufficient tolerance
not entered into equation

numbers in parentheses are estimated standard errors of coefficient estimates

note: regressors selected because they were statistically significant for at least two test dates

Table 3.11

SUMMARY TABLE: Step 1. Regressions for Individual Core Item Scores, Students in Regular High Schools, Grades 11 and 12

Predetermined Variables	Test Dates								
	12/75	3/76	11/76	3/77	6/77	11/77	3/78	6/78	11/78
Female	- 4.46	- 4.13	- 3.93	- 5.84	- 4.53	- 2.69	- 5.34	- 5.21	- 3.89
	(.43)	(.40)	(.68)	(.78)	(.86)	(.73)	(.78)	(.83)	(.60)
Ethnic Minority:									
Black	-13.86	-15.37	-15.78	-16.28	-20.55	-12.75	-17.16	-14.45	-21.95
	(6.65)	(1.16)	(2.15)	(2.35)	(2.54)	(2.65)	(2.28)	(2.43)	(1.76)
Asian	- .62	- .01	4.88	- .08	3.79	5.96	2.97	1.39	- 1.80
	(1.33)	(1.22)	(2.15)	(2.38)	(2.48)	(2.11)	(2.28)	(2.40)	(1.77)
Hispanic	- 2.85	- 3.13	- 3.40	- 4.50	- 5.75	- 3.44	- 3.06	- 3.20	- 3.86
	(.93)	(.80)	(1.45)	(1.63)	(1.83)	(1.47)	(1.67)	(1.83)	(1.18)
Education of Head of Household (5-point scale)	1.96	2.09	3.07	3.38	3.18	3.30	2.57	2.74	2.83
	(.17)	(.16)	(.27)	(.32)	(.35)	(.30)	(.32)	(.34)	(.25)
Language other than English Spoken at Home	- 5.59	- 5.69	- 7.45	- 7.34	- 7.22	- 7.37	- 7.48	- 4.04	- 6.14
	(.67)	(.60)	(1.13)	(1.29)	(1.43)	(1.17)	(1.27)	(1.35)	(.98)
Mean combined academic achievement score in school (CAP)	.32	.29	.28	.27	.31	.37	.28	.61	.20
	(.06)	(.05)	(.09)	(.10)	(.11)	(.10)	(.10)	(.11)	(.08)
School Located in SMSA:									
Southern California	- .18	- .61	.05	- 2.75	- .38	.23	- .76	.28	1.17
	(.65)	(.64)	(1.03)	(1.26)	(1.31)	(1.06)	(1.25)	(1.28)	(.93)
Northern California	.43	.92	.79	- 1.42	1.25	.68	- 1.39	.35	.76
	(.68)	(.67)	(1.08)	(1.30)	(1.38)	(1.15)	(1.32)	(1.35)	(1.00)
Constant	83.91	65.10	71.10	76.90	69.02	66.29	74.83	49.36	84.65
	(3.76)	(3.27)	(5.51)	(6.15)	(6.83)	(6.24)	(6.31)	(7.01)	(5.03)
Dependent Variable Mean	106.65	86.59	94.76	97.05	93.79	97.09	94.86	93.56	101.98
R^2	.09	.10	.07	.10	.10	.08	.08	.08	.09
Residual d. of f.	5535	7528	4854	3316	2907	3875	3247	3106	5265

Tabl .12

Equality of Coefficients Over Time: Testing the Association Between Core Item Score and Step One Variables Between Test Dates

Independent Variable	Test Dates 12/75-3/76	3/76-11/76	11/76-3/77	3/77-6/77	6/77-11/77	11/77-3/78	3/78-6/78	6/78-11/78
Female	-0.5619	-0.2535	1.8458	-1.1283	-1.6311	2.4805	-0.1141	-1.3182
Education of head of household	-0.5569	-3.1225	-0.7404	0.4217	-0.2603	1.6643	-0.3641	-0.2133
Language other than English spoken at home	0.1112	1.3756	-0.0641	-0.0623	0.0812	0.0637	-1.8560	1.2588
Mean combined academic achievement score in school (CAP)	0.3841	0.0971	0.0743	-0.2691	-0.4036	0.6364	-2.2198	3.0144
School located:								
Southern CA SMSA	0.4714	-0.5443	1.7205	-1.3039	-0.3620	0.6041	-0.5813	-0.5625
Northern CA SMSA	-0.5133	0.1023	1.3076	-1.4083	0.3173	1.1824	-0.9216	-0.2440
Ethnic Minority:								
Black	0.2504	0.1678	0.1570	1.2339	-2.1249	1.2615	-0.8133	2.5000
Asian	-0.3380	-1.9781	1.5465	-1.1259	-0.6664	0.9625	0.4773	1.0700
Hispanic	0.2282	0.1630	0.5042	0.5101	-0.9841	-0.1708	0.0565	0.3031

These are t-values computed as $t_{n_1+n_2-2} = \frac{b_1-b_2}{SE(b_1-b_2)}$ where $SE(b_1-b_2) = \sqrt{[SE(b_1)]^2 + [SE(b_2)]^2}$.

Testing $H_0: b_1 = b_2$ where 1 and 2 are adjacent test dates

Table 3.13

Regressions for Individual Core Item Score, Students in Regular High Schools, Grades 11 and 12, Stratified by Race/Ethnicity, December, 1975.

Regressors	Black		Hispanic		White, Am. Ind., Asian	
	Step 1	Step 2	Step 1	Step 2	Step 1	Step 2
Female	-2.88	-4.94	-7.70	-11.3	-4.25	-7.57
	(4.23)	(4.59)	(1.74)	(1.59)	(.45)	(.43)
Education of head of household (5-point scale)	4.84	3.36	1.03	.31	1.98	.97
	(1.63)	(1.77)	(.74)	(.67)	(.18)	(.16)
Language other than English spoken at home	-8.88	-12.84	-2.57	-3.61	-6.26	-6.35
	(7.8)	(7.90)	(1.91)	(1.73)	(.71)	(.62)
Age 17+ in grade 11 or 18+ in grade 12		-4.28		-7.40		-5.98
		(5.17)		(2.05)		(.57)
Reported Grades (5-point scale) in English		2.01		2.95		2.04
		(2.87)		(.91)		(.24)
Social Studies		4.21		2.67		2.37
		(2.77)		(.90)		(.24)
Science		4.11		.67		1.28
		(2.71)		(.85)		(1.28)
Mathematics		1.31		4.05		3.03
		(2.17)		(.79)		(.19)
Plan to work full-time soon after leaving high school		.60		-1.84		-1.43
		(4.9)		(1.81)		(.47)
Plan to attend university (or 4-year college) at some future time		4.92		- .61		1.13
		(5.37)		(1.7)		(.44)
Plan to stay in high school and receive a regular high school diploma if pass CHSPE		-6.45		-.33		.01
		(6.74)		(2.2)		(.56)
Plan to enroll in community college soon after high school		.93		3.59		.98
		(5.0)		(1.84)		(.46)
Active in at least one extra-curricular school program		-3.4		.25		.18
		(5.0)		(1.62)		(.41)

continued

Table 3.13 (Cont'd.)

Regressors	Black		Hispanic		White, Am. Ind., Asian	
	Step 1	Step 2	Step 1	Step 2	Step 1	Step 2
How often absent from school		1.52		1.78		.83
		(2.6)		(.91)		(.24)
Mean combined academic achievement score in school, 1975-76 (CAP)	.25	.52	.28	.27	.33	.45
	(.33)	(.35)	(.21)	(.19)	(.06)	(.05)
School located in SMSA:						
Southern California	-6.37	-6.22	.14	.82	-.19	-.38
	(11.0)	(11.2)	(2.8)	(2.48)	(.66)	(.58)
Northern California	-9.97	-10.9	1.60	2.70	.49	.68
	(10.7)	(10.8)	(2.9)	(2.56)	(.70)	(.61)
Constant	73.76	16.7	84.77	48.5	82.68	46.0
	(24.4)	(29.7)	(13.9)	(13.3)	(4.0)	(3.8)
Dependent Variable Mean	91.73	91.73	100.0	100.0	107.48	107.48
R^2	.12	.29	.07	.31	.07	.29
Residual d. of f.	93	82	397	386	5034	5023

Numbers in parentheses are standard errors

Table 3.14

Regressions for Individual Core Item Score, Students in Regular High Schools, Grades 11 and 12, Stratified by Race/Ethnicity, March ,1976

Regressors	Black		Hispanic		White, Am. Indian Asian	
	Step 1	Step 2	Step 1	Step 2	Step 1	Step 2
Female	-3.43 (2.39)	-7.25 (2.42)	-3.19 (1.38)	-7.14 (1.32)	-4.20 (.42)	-7.58 (.39)
Education of head of household (5-point scale)	.29 (.97)	- .72 (.89)	.80 (.59)	.39 (.55)	2.26 (.17)	.89 (.15)
Language other than English spoken at home	-10.25 (4.34)	-8.14 (3.97)	-3.50 (1.54)	-3.22 (1.39)	-6.09 (.63)	-6.13 (.55)
Age 17+ in grade 11 or 18+ in grade 12		- .14 (2.21)		-1.65 (1.29)		-1.84 (.37)
Reported Grades (5-point scale) in English		1.43 (1.40)		2.08 (.76)		1.80 (.21)
Social Studier		3.74 (1.35)		2.29 (.70)		2.53 (.21)
Science		1.49 (1.42)		1.13 (.69)		1.39 (.20)
Mathematics		2.13 (1.05)		4.30 (.62)		3.73 (.17)
Plan to work full-time soon after leaving high school		-1.79 (2.43)		-3.64 (1.46)		-.85 (.44)
Plan to attend university (or 4-yea college) at some future time		3.87 (2.51)		.47 (1.35)		.98 (.41)
Plan to stay in high school and receive a regular high school diploma if pass CHSPE		3.05 (2.68)		-1.09 (1.53)		- .16 (.46)
Plan to enroll in community college soon after high school		.81 (2.49)		-1.86 (1.44)		.95 (.42)
Plan to be independent soon after high school		-4.48 (2.93)		-1.29 (1.53)		-3.19 (.43)
Active in at least one extra-curricular school program		-2.74 (2.67)		- .34 (1.33)		- .60 (.39)

continued

Table 3.14 (Cont'd.)

	Black		Hispanic		White, Am. Indian, Asian	
Regressors	Step 1	Step 2	Step 1	Step 2	Step 1	Step 2
How often absent from school		2.56		2.73		1.72
		(1.31)		(.76)		(.22)
Mean combined academic acheivement score in school, 1975-76 (CAP)	.23	.29	.13	.37	.34	.50
	(.19)	(.17)	(.14)	(.13)	(.06)	(.05)
School located in SMSA:						
Southern California	6.60	6.66	-5.18	-3.56	- .43	- .47
	(6.86)	(6.46)	(2.53)	(2.29)	(.66)	(.58)
Northern California	7.32	7.07	-4.00	-2.81	1.14	1.15
	(6.86)	(6.49)	(2.62)	(2.38)	(.70)	(.60)
Received a grade in vocational education		8.94		4.76		2.45
		(4.98)		(2.98)		(.79)
Received a grade in a foreign language		5.06		- .73		2.24
		(2.77)		(1.64)		(.45)
Took CHSPE before		-8.74		4.12		.30
		(4.82)		(2.75)		(.75)
Has a job		1.37		2.68		- .50
		(3.36)		(1.86)		(.50)
Works between 10 and 29 hours per week		- .63		-1.07		1.15
		(4.19)		(2.03)		(.54)
Learned of CHSPE from: Parent/Guardian Radio TV Magazine Newspaper Notice at Public Library Other		4.76 (3.16)		8.00 (1.81)		1.93 (.52)
Learned of CHSPE from: School Newspaper Notice posted at school Announcement read to all students Other student		5.47 (2.46)		6.90 (1.36)		insufficer tolerance
Learned of CHSPE from: Teacher Attendance Officer Counselor Principal		insufficent tolerance		insufficient tolerance		-2.88 (.41)
Constant	51.61	5.31	77.87	20.19	61.39	19.94
	(13.73)	(16.1)	(9.32)	(10.47)	(3.67)	(3.54)
Dependent variable mean	70.57	70.57	79.60	79.60	87.87	87.87
R^2	.04	.32	.03	.26	.07	.31
Residual d. of f.	237	218	654	635	6626	6607

Numbers in parentheses are standard errors

Table 3.15

Regressions for Individual Core Item Score, Students in Regular High Schools, Grades 11 and 12 Stratified by Race/Ethnicity November 1976

Regressors	Black		Hispanic		White, Am. Indian Asian	
	Step 1	Step 2	Step 1	Step 2	Step 1	Step 2
Female	.43 (4.65)	-1.41 (4.59)	-2.39 (2.56)	-6.35 (2.41)	-4.19 (.71)	-8.48 (.66)
Education of head of household (5-point scale)	.13 (1.99)	-1.56 (2.00)	2.99 (1.13)	.89 (1.06)	3.15 (.28)	1.31 (.26)
Language other than English spoken at home	-19.24 (11.16)	-15.76 (10.30)	-10.23 (2.73)	-10.71 (2.45)	-6.04 (1.23)	-6.82 (1.05)
Age 17+ in grade 11 or 18+ in grade 12		-7.99 (5.64)		-8.84 (3.25)		-11.95 (.98)
Reported Grades (5-point scale)						
English		8.71 (2.67)		1.07 (1.41)		1.92 (.37)
Social Studies		1.99 (2.65)		2.62 (1.33)		3.35 (.37)
Science		- .17 (2.11)		4.44 (1.36)		1.69 (.35)
Mathematics		5.61 (2.00)		4.91 (1.07)		5.29 (.29)
Plan to work full-time sonn after leaving high school		-3.45 (4.69)		5.44 (2.71)		- .85 (.73)
Plan to attend university (or 4-year college) at some time in future		1.47 (4.78)		4.91 (2.47)		1.67 (.69)
Plan to stay in high school and recieve a regular high school diploma if pass CHSPE		-6.87 (5.45)		2.32 (2.91)		- .53 (.82)
Plan to enroll in community college soon after high school		-3.18 (5.14)		4.43 (2.58)		.42 (.70)
Plan to be independent soon after high school		-12.16 (5.22)		-7.19 (2.59)		-5.34 (.73)
Active in at least one extra-curricula school program		- .68 (5.00)		.54 (2.32)		-1.43 (.64)

continued

Table 3.15 (Cont'd.)

Regressors	Black		Hispanic		White,Am.India Asian	
	Step 1	Step 2	Step 1	Step 2	Step 1	Step 2
How often absent from school		4.61		4.07		2.15
		(2.91)		(1.44)		(.38)
Mean combined academic achievement score in school, 1976-77 (CAP)	.16	.38	.05	.43	.30	.48
	(.38)	(.35)	(.29)	(.25)	(.10)	(.08)
School located in SMSA:						
Southern California	.56	-1.35	.76	.73	.06	-1.45
	(11.95)	(11.08)	(4.22)	(3.74)	(1.07)	(.91)
Northern California	7.23	2.41	2.38	2.11	.63	.07
	(12.26)	(11.51)	(4.30)	(3.81)	(1.12)	(.95)
Received a grade in vocational education		- .51		4.17		.89
		(9.51)		(4.47)		(1.39)
Received a grade in a foreign language		3.25		4.21		4.01
		(5.14)		(3.47)		(.72)
Took CHSPE before		6.10		- .40		- .45
		(10.38)		(5.09)		(1.44)
Has a Job		6.15		-2.84		- .22
		(7.09)		(3.72)		(.89)
Works between 10 and 29 hours per week		5.42		4.46		1.75
		(8.53)		(4.08)		(.95)
Learned of CHSPE from:		insuffic.		4.30		6.29
Parent/Guardian		tolerance		(2.77)		(.70)
Radio						
TV						
Magazine						
Newspaper						
Notice at Public Library						
Other						
Learned of CHSPE from:		-5.55		7.83		5.24
School Newspaper		(6.82)		(2.65)		(.80)
Notice posted at school						
Announcement read to all students						
Other student						
Learned of CHSPE from:						
Teacher		-9.27		insuff.		insuff.
Attendance Officer		(5.42)		tolerance		tolerance
Counselor						
Principal						
Constant	65.74	9.91	82.86	-1.26	69.75	15.39
	(26.60)	(31.27)	(18.40)	(18.87)	(5.98)	(5.68)
Dependent Variable Mean	77.52	77.52	86.21	86.21	95.97	95.97
R^2	.03	.38	.08	.37	.05	.32
Residual d. of f.	123	104	347	328	4373	4354

Numbers in parentheses are standard errors

Table 3.16

Regressions for Individual Core Item Score, Students in Regular High Schools, Grades 11 and 12, Stratified by Race/Ethnicity, March, 1977 .

Regressors	Black		Hispanic		White, Am. Indian Asian	
	Step 1	Step 2	Step 1	Step 2	Step 1	Step 2
Female	-3.35 (4.75)	-7.84 (5.10)	-3.66 (2.99)	-6.55 (2.90)	-6.10 (.82)	-10.24 (.77)
Education of head of household (5-point scale)	5.41 (1.99)	4.18 (2.13)	- .28 (1.33)	- .94 (1.29)	3.60 (.33)	1.62 (.30)
Language other than English spoken at home	-11.49 (8.33)	-20.57 (8.55)	-6.05 (3.13)	-4.31 (2.88)	-7.85 (1.40)	-8.66 (1.21)
Age 17+ in grade 11 or 18+ in grade 12		-6.08 (5.45)		-4.35 (2.77)		-5.36 (.74)
Reported Grades (5-point scale) in English		4.64 (3.04)		.72 (1.53)		2.09 (.42)
Social Studies		1.06 (3.01)		5.03 (1.58)		2.85 (.41)
Science		-3.01 (2.91)		3.12 (1.55)		2.50 (.39)
Mathematics		1.75 (2.54)		3.47 (1.27)		4.67 (.34)
Plan to work full-time soon after leaving high school		-8.73 (5.36)		-3.53 (3.15)		-2.29 (.87)
Plan to attend university (or 4-yea college) at some future time		-3.90 (5.80)		1.18 (2.97)		1.62 (.80)
Plan to stay in high school and receive a regular high school diploma if pass CHSPE		-11.32 (6.25)		6.91 (3.49)		- .31 (.93)
Plan to enroll in community college soon after high school		-3.72 (5.40)		3.98 (3.13)		- .35 (.82)
Plan to be independent soon after high school		-13.48 (7.00)		-3.07 (3.19)		-3.41 (.85)
Active in at least one extra-curricular school program		11.75 (5.49)		-4.43 (2.93)		- .77 (.74)

continued

Table 3.16 (Cont'd.)

Regressors	Black		Hispanic		White,Am.India Asian	
	Step 1	Step 2	Step 1	Step 2	Step 1	Step 2
How often absent from school		4.44		3.72		1.76
		(2.81)		(1.61)		(.43)
Mean combined academic achievement score in school, 1976-77 (CAP)	.44	.41	.38	.83	.24	.47
	(.36)	(.40)	(.32)	(.30)	(.10)	(.10)
School located in SMSA:						
Southern California	.29	-6.07	.66	.92	-2.94	-2.40
	(10.04)	(10.38)	(5.31)	(4.89)	(1.30)	(1.13)
Northern California	3.40	- .57	.96	3.50	-1.60	- .51
	(9.95)	(10.66)	(5.50)	(5.12)	(1.35)	(1.18)
Received a grade in vocational education		8.74		4.61		2.69
		(8.11)		(5.37)		(1.60)
Received a grade in a foreign language		-1.46		3.73		3.06
		(5.40)		(3.71)		(.86)
Took CHSPE before		2.29		5.55		1.31
		(12.13)		(4.89)		(1.40)
Has a Job		10.43		1.46		-2.07
		(9.04)		(3.84)		(1.05)
Works between 10 and 29 hours per week		-5.19		-2.09		2.41
		(10.70)		(4.44)		(1.13)
Learned of CHSPE from:		10.41		8.51		insuff.
Parent/Guardian		(5.50)		(3.35)		tolerance
Radio						
TV						
Magazine						
Newspaper						
Notice at Public Library						
Other						
Learned of CHSPE from:		- .74		4.91		.02
School Newspaper		(7.29)		(3.32)		(1.02)
Notice posted at school						
Announcement read to all students						
Other student						
Learned of CHSPE from:		insuff.		insuff.		-5.61
Teacher		toler.		toler.		(.79)
Attendance Officer						
Counselor						
Principal						
Constant	39.95	34.07	69.15	-15.95	78.33	26.29
	(25.42)	(35.49)	(20.57)	(22.79)	(6.72)	(6.63)
Dependent Variable Mean	79.83	79.83	87.48	87.48	98.46	98.46
R^2	.12	.39	.03	.29	.07	.32
Residual d. of f.	92	73	251	232	2962	2943

Numbers in parentheses are standard errors

Table 3.17

Regressions for Individual Core Item Score, Students in Regular High Schools, Grades 11 and 12, Stratified by Race/Ethnicity, June,1977

Regressors	Black		Hispanic		White,A. Indian, Asian	
	Step 1	Step 2	Step 1	Step 2	Step 1	Step 2
Female	1.95 (4.72)	.33 (4.94)	-2.44 (3.22)	-4.38 (3.48)	-4.87 (.91)	-8.20 (.87)
Education of head of household (5-point scale)	6.71 (2.00)	5.04 (2.29)	1.68 (1.44)	.90 (1.46)	3.22 (.37)	1.23 (.34)
Language other than English spoken at home	-4.37 (9.32)	-8.57 (10.06)	-4.93 (3.56)	-6.13 (3.58)	-6.93 (1.51)	-8.72 (1.33)
Age 17+ in grade 11 or 18+ in grade 12		-6.00 (4.67)		-6.25 (3.25)		-1.87 (.80)
Reported Grades(5-point scale)						
English		3.04 (3.06)		1.90 (1.87)		1.79 (.47)
Social Studies		- .29 (3.04)		2.36 (1.86)		2.56 (.47)
Science		.56 (2.55)		.37 (1.74)		2.14 (.43)
Mathematics		5.58 (2.16)		3.28 (1.60)		5.29 (.38)
Plan to work full-time soon after leaving high school		8.78 (6.49)		- .09 (3.81)		-1.63 (.96)
Plan to attend university(or 4-year college) at some future time		14.55 (6.87)		3.14 (3.49)		3.28 (.91)
Plan to stay in high school and receive a regular high school diploma if pass CHSPE		- .41 (5.67)		2.59 (3.93)		.35 (1.05)
Plan to enroll in community college soon after high school		-4.70 (7.05)		-2.01 (3.71)		.31 (.94)
Plan to be independent soon after high school		-1.07 (6.52)		-1.93 (3.55)		-3.62 (.95)
Active in at least one extra-curricual school program		-9.30 (5.47)		-3.53 (3.42)		.38 (.84)

continued

Table 3.17 (Cont'd.)

Regressors	Black		Hispanic		White,Am.India Asian	
	Step 1	Step 2	Step 1	Step 2	Step 1	Step 2
How often absent from school		2.88		3.91		1.57
		(3.14)		(1.89)		(.48)
Mean combined academic achievement	.19	.22	.42	.58	.27	.47
score in school, 1976-77 (CAP)	(.38)	(.39)	(.35)	(.36)	(.12)	(.10)
School located in SMSA:						
Southern California	22.46	21.03	-1.28	-2.20	- .19	.49
	(15.77)	(16.47)	(5.51)	(5.56)	(1.35)	(1.21)
Northern California	36.74	29.91	5.08	2.22	.67	1.77
	(15.91)	(16.70)	(5.66)	(5.68)	(1.43)	(1.27)
Received a grade in vocational education		1.49		1.64		- .34
		(8.95)		(6.03)		(1.72)
Received a grade in a foreign language		16.81		- .64		3.69
		(6.52)		(4.69)		(.98)
Took CHSPE before		-21.94		2.11		-3.23
		(13.29)		(5.57)		(1.43)
Has a Job		.37		-3.61		- .07
		(9.01)		(4.67)		(1.07)
Works between 10 and 29 hours per week		1.54		- .34		1.34
		(9.98)		(4.86)		(1.16)
Learned of CHSPE from:		7.67		8.80		4.70
Parent/Guardian		(6.03)		(3.64)		(.88)
Radio						
TV						
Magazine						
Newspaper						
Notice at Public Library						
Other						
Learned of CHSPE from:		11.67		6.69		5.90
School Newspaper		(6.99)		(4.53)		(1.13)
Notice posted at school						
Announcement read to all students						
Other student						
Learned of CHSPE from:		insufficient tolerance				
Teacher						
Attendance Officer						
Counselor						
Principal						
Constant	15.26	-34.94	55.73	17.65	71.66	17.23
	(28.57)	(39.92)	(22.56)	(26.44)	(7.48)	(7.48)
Dependent Variable Mean	72.86	72.86	82.34	82.34	95.57	95.57
R^2	.22	.46	.06	.20	.05	.29
Residual d. of f.	85	66	227	208	2584	2565

Numbers in parentheses are standard errors

Table 3.18

Regressions for Individual Core Item Score, Students in Regular High Schools, Grades 11 and 12, Stratified by Race/Ethnicity, November, 1977

Regressors	Black		Hispanic		White, Am. Indian, Asian	
	Step 1	Step 2	Step 1	Step 2	Step 1	Step 2
Female	-2.39 (4.91)	-5.24 (4.76)	-2.19 (2.40)	-5.87 (2.51)	-2.66 (.78)	-8.08 (.75)
Education of head of household (5-point scale)	1.97 (2.23)	-1.03 (2.17)	3.16 (1.03)	2.93 (1.05)	3.38 (.32)	1.24 (.30)
Language other than English spoken at home	-1.51 (15.27)	11.54 (14.99)	2.53 (2.61)	2.40 (2.59)	-8.32 (1.25)	-9.11 (1.10)
Age 17+ in grade 11 or 18+ in grade 12		-18.05 (7.37)		-6.70 (3.12)		-10.60 (1.09)
Reported Grades (5-point scale)						
English		-3.13 (3.40)		1.01 (1.39)		2.16 (.42)
Social Studies		7.04 (3.12)		3.62 (1.49)		3.23 (.41)
Science		4.97 (2.84)		.53 (1.36)		2.03 (.38)
Mathematics		3.47 (2.61)		3.49 (1.16)		3.19 (.33)
Plan to work full-time soon after leaving high school		1.23 (5.01)		-6.33 (2.62)		-1.52 (.84)
Plan to attend university (or 4-year college) at some future time		1.99 (5.85)		- .01 (2.55)		2.02 (.78)
Plan to stay in high school and receive a regular high school diploma if pass CHSPE		-1.96 (6.14)		-1.81 (2.71)		.71 (.88)
Plan to enroll in community college soon after high school		-13.76 (5.72)		-1.03 (2.58)		1.24 (.78)
Plan to be independent soon after high school		-15.79 (6.76)		1.81 (2.68)		-4.04 (.82)
Active in at least one extra-curricula school program		-6.15 (5.50)		-1.38 (2.42)		.71 (.72)

continued

Table 3.18 (Cont'd.)

Regressors	Black		Hispanic		White, Am. India Asian	
	Step 1	Step 2	Step 1	Step 2	Step 1	Step 2
How often absent from school		7.33		3.25		2.17
		(3.39)		(1.42)		(.43)
Mean combined academic achievement	- .12	.24	.38	.67	.41	.60
score in school, 1977-78 (CAP)	(.39)	(.39)	(.28)	(.27)	(.11)	(.09)
School located in SMSA:						
Southern California	-18.33	-22.27	-2.73	-4.19	.49	- .12
	(15.53)	(16.85)	(3.89)	(3.75)	(1.11)	(.98)
Northern California	-19.74	-21.86	-1.49	-1.56	1.08	1.34
	(15.63)	(16.53)	(4.14)	(4.02)	(1.21)	(1.06)
Received a grade in vocational		15.01		9.38		.42
education		(9.68)		(4.66)		(1.58)
Received a grade in a foreign		-4.71		-2.09		3.84
language		(7.30)		(3.12)		(.84)
Took CHSPE before		17.69		8.15		-3.75
		(12.09)		(3.47)		(1.55)
Has a Job		-4.03		-1.05		-1.54
		(6.67)		(3.38)		(.98)
Works between 10 and 29 hours		4.54		3.65		1.44
per week		(8.12)		(3.64)		(1.03)
Learned of CHSPE from:		.45		.22		5.53
Parent/Guardian		(6.46)		(3.15)		(.80)
Radio						
TV						
Magazine						
Newspaper						
Notice at Public Library						
Other						
Learned of CHSPE from:		-1.63		insuff.		4.65
School Newspaper		(5.92)		toler.		(.87)
Notice posted at school						
Announcement read to all students						
Other student						
Learned of CHSPE from:		insuff.		-3.84		insuff.
Teacher		toler.		(2.71)		toler.
Attendance Officer						
Counselor						
Principal						
Constant	105.57	56.70	58.02	4.94	63.43	14.49
	(28.44)	(39.32)	(18.18)	(20.71)	(6.88)	(6.79)
Dependent Variable Mean	83.85	83.85	87.47	87.47	98.36	98.36
R^2	.03	.48	.04	.19	.06	.28
Residual d. of f.	71	52	342	323	3451	3432

Numbers in parentheses are standard errors

Table 3.19

Regressions for Individual Core Item Score, Students in Regular High Schools, Grades 11 and 12, Stratified by Race/Ethnicity, March, 1978

Regressors	Black		Hispanic		White, Am. Indian, Asian	
	Step 1	Step 2	Step 1	Step 2	Step 1	Step 2
Female	1.37	- .51	-6.27	-9.10	-5.50	-8.92
	(5.13)	(5.28)	(3.11)	(3.01)	(.82)	(.76)
Education of head of household (5-point scale)	- .20	- .93	- .17	- .53	2.91	.87
	(2.11)	(2.05)	(1.45)	(1.35)	(.34)	(.31)
Language other than English spoken at home	-4.45	-14.71	-5.39	-7.20	-7.57	-6.45
	(13.09)	(12.56)	(3.45)	(3.26)	(1.31)	(1.16)
Age 17+ in grade 11 or 18+ in grade 12		2.33		-3.59		-3.01
		(5.20)		(3.05)		(.74)
Reported Grades (5-point scale)						
English		-2.30		2.60		1.59
		(2.86)		(1.79)		(.42)
Social Studies		4.15		4.09		3.25
		(2.92)		(1.84)		(.42)
Science		-1.12		- .52		1.91
		(2.96)		(1.80)		(.39)
Mathematics		2.66		4.11		4.38
		(2.48)		(1.32)		(.34)
Plan to work full-time soon after leaving high school		-2.13		-6.74		- .57
		(6.11)		(3.38)		(.86)
Plan to attend university (or 4-year college) at some future time		-2.37		- .09		2.50
		(6.20)		(3.23)		(.81)
Plan to stay in high school and receive a regular high school diploma if pass CHSPE		-3.10		-2.31		.72
		(6.26)		(3.46)		(.92)
Plan to enroll in community college soon after high school		-6.50		-1.24		.11
		(5.52)		(3.36)		(.81)
Plan to be independent soon afer high school		-17.37		-3.36		-6.06
		(7.41)		(3.62)		(.87)
Active in at least one extra-curricula school program		2.43		.07		- .09
		(6.21)		(3.12)		(.76)

continued

Table 3.19 (Cont'd.)

Regressors	Black Step 1	Black Step 2	Hispanic Step 1	Hispanic Step 2	White, Am. Indian Asian Step 1	White, Am. Indian Asian Step 2
How often absent from school		5.38 (2.97)		2.80 (1.87)		2.61 (.43)
Mean combined academic achievement score in school, 1977-78 (CAP)	.12 (.40)	.40 (.43)	.36 (.33)	.47 (.31)	.30 (.11)	.54 (.09)
School located in SMSA:						
Southern California	-2.65 (15.42)	13.69 (15.24)	-3.43 (5.73)	-2.75 (5.32)	- .69 (1.28)	- .82 (1.13)
Northern California	-4.26 (15.56)	11.52 (15.72)	-5.55 (6.03)	-5.29 (5.58)	-1.05 (1.35)	.33 (1.19)
Received a grade in vocational education		2.89 (10.52)		3.41 (6.96)		-1.07 (1.62)
Received a grade in a foreign language		9.35 (6.05)		3.79 (4.09)		3.64 (.87)
Took CHSPE before		-19.11 (9.56)		8.20 (7.09)		-4.52 (1.49)
Has a Job		4.21 (8.23)		1.36 (4.42)		- .08 (1.01)
Works between 10 and 29 hours per week		1.62 (8.78)		2.83 (4.82)		.43 (1.08)
Learned of CHSPE from: Parent/Guardian Radio TV Magazine Newspaper Notice at Public Library Other		20.03 (6.00)		6.06 (4.31)		5.22 (.81)
Learned of CHSPE from: School Newspaper Notice posted at school Announcement read to all students Other student		1.56 (6.05)		insuff. toler.		4.31 (.98)
Learned of CHSPE from: Teacher Attendance Officer Counselor Principal		insuff. toler.		-6.75 (3.50)		insuff. toler.
Constant	72.92 (29.01)	25.56 (34.81)	74.60 (21.93)	32.48 (23.97)	72.95 (6.89)	19.22 (6.86)
Dependent Variable Mean	77.39	77.39	86.49	86.49	96.21	96.21
R^2	.004	.37	.04	.28	.06	.29
Residual d. of f.	98	79	241	222	2897	2878

Numbers in parentheses are standard errors

Table 3.20

Regressions for Individual Core Item Score, Students in Regular High Schools, Grades 11 and 12, Stratified by Race/Ethnicity, June, 1978

Regressors	Black		Hispanic		White, Am. Indian, Asian	
	Step 1	Step 2	Step 1	Step 2	Step 1	Step 2
Female	-9.00 (5.19)	-17.53 (5.37)	1.46 (3.44)	-2.74 (3.69)	-5.62 (.86)	-8.49 (.83)
Education of head of household (5-point scale)	2.52 (2.06)	-.79 (2.01)	.09 (1.54)	-0.19 (1.50)	2.91 (.36)	.85 (.34)
Language other than English spoken at home	-4.64 (18.40)	15.29 (19.17)	-2.76 (3.71)	-6.43 (3.66)	-3.95 (1.40)	-5.86 (1.26)
Age 17 + in grade 11 or 18+ in grade 12		-.61 (4.79)		-8.44 (3.43)		-2.42 (.78)
Reported Grades (5-point scale)						
English		3.75 (3.00)		.13 (1.74)		1.77 (.45)
Social Studies		4.98 (2.74)		4.85 (1.97)		3.09 (.44)
Science		2.15 (2.66)		1.08 (1.89)		1.68 (.43)
Mathematics		.95 (2.43)		6.10 (1.59)		4.28 (.36)
Plan to work full-time soon after leaving high school		1.62 (5.58)		-3.48 (3.86)		-1.21 (.93)
Plan to attend university (or 4-year college) at some future time		6.82 (6.18)		-2.65 (3.74)		2.31 (.88)
Plan to stay in high school and receive a regular high school diploma if pass CHSPE		-3.04 (6.19)		-4.23 (4.07)		.80 (.98)
Plan to enroll in community college soon after high school		2.24 (6.04)		.70 (4.30)		.14 (.87)
Plan to be independent soon after high school		-15.23 (7.82)		-.67 (4.18)		-4.86 (.93)
Active in at least one extra-curricular school program		-16.18 (5.75)		-1.62 (3.37)		-.52 (.82)

continued

Table 3.20 (Cont'd.)

Regressors	Black Step 1	Black Step 2	Hispanic Step 1	Hispanic Step 2	White,Am.India Asian Step 1	White,Am.India Asian Step 2
How often absent from school		4.21 (2.80)		3.84 (1.96)		2.22 (.47)
Mean combined academic achievement score in school, 1977-78 (CAP)	-.06 (.40)	-.05 (.39)	.35 (.39)	.46 (.39)	.65 (.12)	.83 (.11)
School located in SMSA:						
Southern California	-14.38 (15.24)	-13.44 (14.67)	-6.22 (5.71)	-2.31 (5.61)	.74 (1.31)	.77 (1.19)
Northern California	-1.41 (15.42)	5.21 (14.77)	-4.89 (5.91)	-2.42 (5.81)	.36 (1.39)	.68 (1.25)
Received a grade in vocational education		6.27 (10.87)		8.65 (6.53)		.67 (1.69)
Received a grade in a foreign language		9.44 (6.27)		1.57 (4.69)		4.61 (.96)
Took CHSPE before		4.31 (12.18)		1.81 (6.00)		-1.70 (1.36)
Has a Job		4.84 (6.88)		-3.82 (4.32)		-.72 (1.02)
Works between 10 and 29 hours per week		-20.48 (8.48)		.98 (4.86)		-.14 (1.08)
Learned of CHSPE from: Parent/Guardian Radio TV Magazine Newspaper Notice at Public Library Other		13.99 (6.47)		1.62 (4.00)		5.15 (.85)
Learned of CHSPE from: School Newspaper Notice posted at school Announcement read to all students Other student		9.56 (6.77)		5.11 (4.63)		5.67 (1.11)
Learned of CHSPE from: Teacher Attendance Officer Counselor Principal			insufficient tolerance			
Constant	88.57 (29.66)	50.35 (34.95)	69.85 (26.14)	16.38 (28.85)	46.05 (7.63)	
Dependent Variable Mean	76.40	76.40	86.58	86.58	94.70	94.70
R^2	.09	.42	.02	.26	.06	.26
Residual d. of f.	95	76	199	180	2801	2782

Numbers in parentheses are standard errors

Table 3.21

Regressions for Individual Core Item Score, Students in Regular High Schools, Grades 11 and 12, Stratified by Race/Ethnicity, November, 1978

Regressors	Black		Hispanic		White, Am. Indian, Asian	
	Step 1	Step 2	Step 1	Step 2	Step 1	Step 2
Female	-4.25 (3.82)	-8.41 (3.64)	-6.68 (1.95)	-7.96 (1.96)	-3.51 (.64)	-7.07 (.61)
Education of head of household (5- point scale)	2.02 (1.60)	.26 (1.53)	2.12 (.86)	1.17 (.84)	2.93 (.27)	1.24 (.25)
Language other than English spoken at home	- .62 (7.52)	4.33 (6.85)	-4.94 (2.13)	-5.37 (2.08)	-7.38 (1.07)	-8.07 (.96)
Age 17+ in grade 11 or 18+ in grade 12		-19.17 (7.26)		-7.40 (3.31)		-13.02 (1.48)
Reported Grades (5-point scale)						
English		- .75 (1.88)		- .61 (1.06)		2.28 (.34)
Social Studies		4.36 (1.97)		3.69 (1.02)		3.33 (.34)
Science		1.67 (1.71)		1.35 (1.02)		1.56 (.32)
Mathematics		4.86 (1.55)		2.89 (.85)		3.39 (.27)
Plan to work full-time soon after leaving high school		-3.90 (3.57)		- .27 (2.12)		.16 (.69)
Plan to attend university (or 4-year college) at some time		-5.48 (3.71)		- .48 (1.96)		1.58 (.64)
Plan to stay in high school and receive a regular high school diploma if pass CHSPE		.33 (3.24)		.86 (2.27)		- .35 (.72)
Plan to enroll in community college soon after high school		- .77 (3.66)		4.15 (2.18)		.79 (.65)
Plan to be independent soon after high school		-8.84 (4.31)		-5.16 (2.16)		-4.62 (.68)
Active in at least one extra-curricular school program		- .38 (4.18)		-2.84 (1.95)		- .63 (.60)

continued

Table 3.21 (Cont'd.)

Regressors	Black		Hispanic		White,Am.India Asian	
	Step 1	Step 2	Step 1	Step 2	Step 1	Step 2
How often absent from school		.73 (2.04)		2.27 (1.16)		1.93 (.35)
Mean combined academic achievement score in school, 1977-78 (CAP)	.12 (.28)	.38 (.26)	- .22 (.22)	- .09 (.21)	.29 (.09)	.46 (.08)
School located in SMSA:						
Southern California	19.46 (17.65)	22.92 (16.16)	-2.77 (3.53)	-3.78 (3.41)	1.40 (.97)	.84 (.87)
Northern California	21.23 (17.84)	23.38 (16.39)	-1.62 (3.75)	- .68 (3.57)	.69 (1.04)	1.31 (.92)
Received a grade in vocational education		.70 (5.16)		4.18 (4.17)		- .02 (1.32)
Received a grade in a foreign language		5.56 (4.02)		1.41 (2.98)		2.12 (.70)
Took CHSPE before		-4.23 (8.42)		1.08 (4.58)		-3.90 (1.33)
Has a Job		3.20 (4.98)		3.44 (2.70)		-1.32 (.80)
Works between 10 and 29 hours per week		1.76 (5.65)		-3.57 (2.77)		2.24 (.83)
Learned of CHSPE from: Parent/Guardian Radio TV Magazine Newspaper Notice at Public Library Other		4.00 (4.84)		-1.85 (2.71)		insuff. toler.
Learned of CHSPE from: School Newspaper Notice posted at school Announcement read to all students Other student		insuff. toler.		insuff. toler.		-1.02 (.75)
Learned of CHSPE from: Teacher Attendance Officer Counselor Principal		-5.44 (3.61)		-8.69 (2.09)		-5.87 (.66)
Constant	50.88 (24.93)	12.45 (26.93)	113.29 (14.71)	80.83 (16.50)	78.04 (5.65)	35.64 (5.72)
Dependent Variable Mean	80.37	80.37	94.49	94.49	103.62	103.62
R^2	.03	.34	.05	.20	.05	.26
Residual d. of f.	164	145	504	485	4586	4567

Numbers in parentheses are standard errors

Table 3.22

Regressions of Individual Core Item Scores, Black Students in Regular High Schools, Grades 11 and 12, Selected Regressors*

Regressors	Test Date 12/75	 3/76	 11/76	 3/77	 6/77	 11/77	 3/78	 6/78	 11/78
Female	- 4.94 (4.59)	- 7.25 (2.42)	- 1.41 (4.59)	- 7.84 (5.10)	.33 (4.94)	- 5.24 (4.76)	- .51 (5.28)	-17.53 (5.37)	- 8.41 (3.64)
Education of head of household (5-point scale)	3.36 (1.77)	- .72 (.89)	- 1.56 (2.00)	4.18 (2.13)	5.04 (2.29)	- 1.03 (2.17)	- .93 (2.05)	-.79 (2.01)	.26 (1.53)
Language other than English spoken at home	-12.84 (7.90)	- 8.14 (3.97)	-15.76 (10.30)	-20.57 (8.55)	- 3.57 (10.06)	11.54 (14.99)	-14.71 (12.56)	15.29 (19.17)	4.33 (6.85)
Mean combined academic achievement score in school (CAP)	.52 (.35)	.29 (.17)	.38 (.35)	.41 (.40)	.22 (.39)	.24 (.39)	.40 (.43)	-.05 (.39)	.38 (.26)
Age 17+ in grade 11 or 18+ in grade 12	- 4.28 (5.17)	- .14 (2.21)	- 7.99 (5.64)	- 6.08 (5.45)	- 6.00 (4.67)	-18.05 (7.37)	2.33 (5.20)	-.61 (4.79)	-19.17 (7.26)
Reported Grades (5-point scale)									
English	2.01 (2.87)	1.43 (1.40)	8.71 (2.67)	4.64 (3.04)	3.04 (3.06)	- 3.13 (3.40)	- 2.30 (2.86)	3.75 (3.00)	- .75 (1.88)
Social Studies	4.21 (2.77)	3.74 (1.35)	1.99 (2.65)	1.06 (3.01)	- .29 (3.04)	7.04 (3.12)	4.15 (2.92)	4.98 (2.74)	4.36 (1.97)
Science	4.11 (2.71)	1.49 (1.42)	- .17 (2.11)	- 3.01 (2.91)	.56 (2.55)	4.97 (2.84)	- 1.12 (2.96)	2.15 (2.66)	1.67 (1.71)
Mathematics	1.31 (2.17)	2.13 (1.05)	5.61 (2.00)	1.75 (2.54)	5.58 (2.16)	3.47 (2.61)	2.66 (2.48)	.95 (2.43)	4.86 (1.55)
Received a grade in vocational education	nr	8.94 (4.98)	- .51 (9.51)	8.74 (8.11)	1.49 (8.95)	15.01 (9.69)	2.89 (10.52)	6.27 (10.87)	.70 (5.16)
Received a grade in a foreign language	nr	5.06 (2.77)	3.25 (5.14)	- 1.46 (5.40)	16.81 (6.52)	- 4.71 (7.30)	9.35 (6.05)	9.44 (6.27)	5.56 (4.02)
How often absent from school	1.52 (2.60)	2.56 (1.31)	4.61 (2.91)	4.44 (2.81)	2.88 (3.14)	7.33 (3.39)	5.38 (2.97)	4.21 (2.80)	.73 (2.04)
Took CHSPE before	nr	- 8.74 (4.82)	6.10 (10.38)	2.29 (12.13)	-21.94 (13.29)	17.69 (12.09)	-19.11 (9.56)	4.31 (12.18)	- 4.23 (8.42)
Plan to work full-time soon after leaving high school	.60 (4.90)	- 1.79 (2.43)	- 3.45 (4.69)	- 8.73 (5.36)	8.78 (6.49)	1.23 (5.01)	- 2.13 (6.11)	1.62 (5.58)	- 3.90 (3.57)
Plan to attend university at some future time	4.92 (5.37)	3.87 (2.51)	1.47 (4.78)	- 3.90 (5.80)	14.55 (6.87)	1.99 (5.85)	- 2.37 (6.20)	6.82 (6.18)	- 5.48 (3.71)
Plan to be independent soon after high school	nr	- 4.48 (2.93)	-12.16 (5.22)	-13.48 (7.00)	- 1.07 (6.52)	-15.79 (6.76)	-17.37 (7.41)	-15.23 (7.82)	- 8.84 (4.31)
Learned of CHSPE:									
outside source	nr	4.76 (3.16)	it	10.41 (5.50)	7.67 (6.03)	.45 (6.46)	20.03 (6.00)	13.99 (6.47)	4.00 (4.84)
within school	nr	5.47 (2.46)	- 5.55 (6.82)	- .74 (7.29)	11.67 (6.99)	- 1.63 (5.92)	1.56 (6.05)	9.56 (6.77)	it
school official	nr	it	- 9.27 (5.42)	it	it	it	it	it	- 5.44 (3.61)
Works between 10 and 29 hours per week	nr	- .63 (4.19)	5.42 (8.53)	- 5.19 (10.70)	1.54 (9.98)	4.54 (8.12)	1.62 (8.78)	-20.48 (8.48)	1.76 (5.65)
residual d. of f.	82	218	104	73	66	52	79	76	145

* for complete equation see Tables 3.13 - 3.21

nr: not reported

it: insufficient tolerance
not entered into equation

numbers in parentheses are estimated standard errors of coefficient estimates

Table 3.23

Regressions of Individual Core Item Scores, Hispanic
Students in Regular High Schools, Grades 11 and 12,
Selected Regressors*

Regressors	Test Date								
	12/75	3/76	11/76	3/77	6/77	11/77	3/78	6/78	11/78
Female	-11.30 (1.59)	-7.14 (1.32)	-6.35 (2.41)	-6.55 (2.90)	-4.38 (3.48)	-5.87 (2.51)	-9.10 (3.01)	-2.74 (3.69)	-7.96 (1.96)
Education of head of household (5-point scale)	.31 (.67)	.39 (.55)	.89 (1.06)	-.94 (1.29)	.90 (1.46)	2.93 (1.05)	-.53 (1.35)	-0.19 (1.50)	1.17 (.84)
Language other than English spoken at home	-3.61 (1.73)	-3.22 (1.39)	-10.71 (2.45)	-4.31 (2.88)	-6.13 (3.58)	2.40 (2.59)	-7.20 (3.26)	-6.43 (3.66)	-5.37 (2.08)
Mean combined academic achievement score in school (CAP)	.27 (.19)	.37 (.13)	.43 (.25)	.83 (.30)	.58 (.36)	.67 (.27)	.47 (.31)	.46 (.39)	-.09 (.21)
Age 17+ in grade 11 or 18+ in grade 12	-7.40 (2.05)	-1.65 (1.29)	-8.84 (3.25)	-4.35 (2.77)	-6.25 (3.25)	-6.70 (3.10)	-3.59 (3.05)	-8.44 (3.43)	-7.40 (3.31)
Reported Grades (5-oint scale)									
English	2.95 (.91)	2.08 (.76)	1.07 (1.41)	.72 (1.53)	1.90 (1.87)	1.01 (1.39)	2.60 (1.79)	.13 (1.74)	-.61 (1.06)
Social Studies	2.67 (.90)	2.29 (.70)	2.62 (1.33)	5.03 (1.58)	2.36 (1.86)	3.62 (1.49)	4.09 (1.84)	4.85 (1.97)	3.69 (1.02)
Science	.67 (.85)	1.13 (.69)	4.44 (1.36)	3.12 (1.55)	.37 (1.74)	.53 (1.36)	-.52 (1.80)	1.08 (1.89)	1.35 (1.02)
Mathematics	4.05 (.79)	4.30 (.62)	4.91 (1.07)	3.47 (1.27)	3.28 (1.60)	3.49 (1.16)	4.11 (1.32)	6.10 (1.59)	2.89 (.85)
Received a grade in vocational education	nr	4.76 (2.98)	4.17 (4.47)	4.61 (5.37)	1.64 (6.03)	9.38 (4.66)	3.41 (6.96)	8.65 (6.53)	4.18 (4.17)
Received a grade in a foreign language	nr	-.73 (1.64)	4.21 (3.47)	3.73 (3.71)	-.64 (4.69)	-2.09 (3.12)	3.79 (4.09)	1.57 (4.69)	1.41 (2.98)
How often absent from school	1.78 (.91)	2.73 (.76)	4.07 (1.44)	3.72 (1.61)	3.91 (1.89)	3.25 (1.42)	2.80 (1.87)	3.84 (1.96)	2.27 (1.16)
Took CHSPE before	nr	4.12 (2.75)	-.40 (5.09)	5.55 (4.89)	2.11 (5.57)	8.15 (5.47)	8.20 (7.09)	1.81 (6.00)	1.08 (4.58)
Plan to work full-time soon after leaving high school	-1.84 (1.81)	-3.64 (1.46)	5.44 (2.71)	-3.53 (3.15)	-.09 (3.81)	-6.33 (2.62)	-6.74 (3.38)	-3.48 (3.86)	-.27 (2.12)
Plan to attend university at some future time	-.61 (1.70)	.47 (1.35)	4.91 (2.47)	1.18 (2.97)	3.14 (3.49)	-.01 (2.55)	-.09 (3.23)	-2.65 (3.74)	-.48 (1.96)
Plan to be independent soon after high school	nr	-1.29 (1.53)	-7.19 (2.59)	-3.07 (3.19)	-1.93 (3.55)	1.81 (2.68)	-3.36 (3.62)	-.67 (4.18)	-5.16 (2.16)
Learned of CHSPE:									
outside source	nr	8.00 (1.81)	4.30 (2.77)	8.51 (3.35)	8.80 (3.64)	.22 (3.15)	6.06 (4.31)	1.62 (4.00)	-1.85 (2.71)
within school	nr	6.90 (1.36)	7.83 (2.65)	4.91 (3.32)	6.69 (4.53)	it	it	5.11 (4.63)	it
school official	nr	it	it	it	it	-3.84 (2.71)	-6.75 (3.50)	it	-8.69 (2.09)
Works between 10 and 29 hours per week	nr	-1.07 (2.03	4.46 (4.08)	-2.09 (4.44)	-.34 (4.86)	3.65 (3.64)	2.83 (4.82)	.98 (4.86)	-3.57 (2.77)
residual d. of f.	386	635	328	232	208	323	222	180	485

* for complete equation see Tables 3.13 - 3.21

nr: not reported

it: insufficient tolerance
not entered into equation

numbers in parentheses are estimated standard errors of coefficient estimates

Table 3.24

Regressions of Individual Core Item Scores, White, American Indian, and Asian Students in Regular High Schools, Grades 11 and 12, Selected Regressors*

Regressors	Test Date								
	12/75	3/76	11/76	3/77	6/77	11/77	3/78	6/78	11/78
Female	-7.57 (.43)	-7.58 (.39)	-8.48 (.66)	-10.24 (.77)	-8.20 (.87)	-8.08 (.75)	-8.92 (.76)	-8.49 (.83)	-7.07 (.61)
Education of head of household (5-point scale)	.97 (.16)	.89 (.15)	1.31 (.26)	1.62 (.30)	1.23 (.34)	1.24 (.30)	.87 (.31)	.85 (.34)	1.24 (.25)
Language other than English spoken at home	-6.35 (.62)	-6.13 (.55)	-6.82 (1.05)	-8.66 (1.21)	-8.72 (1.33)	-9.11 (1.10)	-6.45 (1.16)	-5.86 (1.26)	-8.07 (.96)
Mean combined academic achievement score in school (CAP)	.45 (.05)	.50 (.05)	.48 (.08)	.47 (.10)	.47 (.10)	.60 (.09)	.54 (.09)	.83 (.11)	.46 (.08)
Age 17+ in grade 11 or 18+ in grade 12	-5.98 (.57)	-1.84 (.37)	-11.95 (.98)	-5.36 (.74)	-1.87 (.80)	-10.60 (1.09)	-3.01 (.74)	-2.42 (.78)	-13.02 (1.48)
Reported Grades (5-point scale)									
English	2.04 (.24)	1.80 (.21)	1.92 (.37)	2.09 (.42)	1.79 (.47)	2.16 (.42)	1.59 (.42)	1.77 (.45)	2.28 (.34)
Social Studies	2.37 (.24)	2.53 (.21)	3.35 (.37)	2.85 (.41)	2.56 (.47)	3.23 (.41)	3.25 (.42)	3.09 (.44)	3.33 (.34)
Science	1.28 (1.28)	1.39 (.20)	1.69 (.35)	2.50 (.39)	2.14 (.43)	2.03 (.38)	1.91 (.39)	1.68 (.43)	1.56 (.32)
Mathematics	3.03 (.19)	3.73 (.17)	5.29 (.29)	4.67 (.34)	5.29 (.38)	3.19 (.33)	4.38 (.34)	4.28 (.36)	3.39 (.27)
Received a grade in vocational education	nr	2.45 (.79)	.89 (1.39)	2.69 (1.60)	-.34 (1.72)	.42 (1.58)	-1.07 (1.62)	.67 (1.69)	-.02 (1.32)
Received a grade in a foreign language	nr	2.24 (.45)	4.01 (.72)	3.06 (.86)	3.69 (.98)	3.84 (.84)	3.64 (.87)	4.61 (.96)	2.12 (.70)
How often absent from school	.83 (.24)	1.72 (.22)	2.15 (.38)	1.76 (.43)	1.57 (.48)	2.17 (.43)	2.61 (.43)	2.22 (.47)	1.93 (.35)
Took CHSPE before	nr	.30 (.75)	-.45 (1.44)	1.31 (1.40)	-3.23 (1.43)	-3.75 (1.55)	-4.52 (1.49)	-1.70 (1.36)	-3.90 (1.33)
Plan to work full-time soon after leaving high school	-1.43 (.47)	-.85 (.44)	-.85 (.73)	-2.29 (.87)	-1.63 (.96)	-1.52 (.84)	-.57 (.86)	-1.21 (.93)	.16 (.69)
Plan to attend university at some future time	1.13 (.44)	.98 (.41)	1.67 (.69)	1.62 (.80)	3.28 (.91)	2.02 (.78)	2.50 (.81)	2.31 (.88)	1.58 (.64)
Plan to be independent soon after high school	nr	-3.19 (.43)	-5.34 (.73)	-3.41 (.85)	-3.62 (.95)	-4.04 (.82)	-6.06 (.87)	-4.86 (.93)	-4.62 (.68)
Learned of CHSPE: outside source	nr	1.93 (.52)	6.29 (.70)	it	4.70 (.88)	5.53 (.80)	5.22 (.81)	5.15 (.85)	it
within school	nr	it	5.24 (.80)	.02 (1.02)	5.90 (1.13)	4.65 (.87)	4.31 (.98)	5.67 (1.11)	-1.02 (.75)
school official	nr	-2.88 (.41)	it	-5.61 (.79)	it	it	it	it	-5.87 (.66)
Works between 10 and 29 hours per week	nr	1.15 (.54)	1.75 (.95)	2.41 (1.13)	1.34 (1.16)	1.44 (1.03)	.43 (1.08)	-.14 (1.08)	2.24 (.83)
residual d. of f.	5024	6607	4354	2943	2565	3432	2878	2782	4567

*for complete equation see Tables 3.13 - 3.21

nr: not reported
it: insufficient tolerance
not entered into equation

numbers in parentheses are estimated standard errors of coefficient estimates

Table 3.25

Regressions for Individual Core Item Score, Students in Continuation Schools, December, 1975.

Regressors	Step 1	Step 2
Female	- .99	-3.54
	(1.13)	(1.12)
Ethnic Minority:		
Black	-24.27	-22.89
	(5.3)	(4.85)
Asian	.55	-2.57
	(4.02)	(3.69)
Hispanic	-1.74	-2.76
	(2.31)	(2.12)
Education of head of household	2,08	1.69
	(.45)	(.42)
Language other than English spoken at home	-5.18	-4.9
	(1.69)	(1.55)
Age 17+ in grade 11 or 18+ in grade 12		-4.73
		(1.52)
Reported Grades (5-point scale) in English		.54
		(.64)
Social Studies		1.44
		(.63)
Science		1.09
		(.58)
Mathematics		4.59
		(.49)
Plan to work full-time soon after leaving high school		-2.15
		(1.23)
Plan to attend university (or 4-year college) at some future time		.20
		(1.13)
Plan to stay in high school and receive a regular high school diploma if pass CHSPE		3.58
		(1.7)
Plan to enroll in community college soon after high school		- .72
		(1.17)
Active in at least one extra-curricular school program		1.67
		(1.04)

continued

Table 3.25 (Cont'd.)

Regressors	Step 1	Step 2
How often absent from school		2.57 (.59)
School is located in SMSA:		
Southern California	-.78 (1.66)	-1.46 (1.52)
Northern California	-1.72 (1.79)	-1.93 (1.64)
Constant	98.07 (2.0)	69.68 (3.5)
Dependent Variable Mean	101.13	101.13
R^2	.07	.24
Residual d. of f.	864	853

numbers in parentheses are estimated standard errors of coefficient estimates

Table 3.26

Regressions for Individual Core Item Score, Students in Continuation Schools, March, 1976

Regressors	Step 1	Step 2
Female	-3.81	-6.43
	(.85)	(.84)
Ethnic Minority:		
Black	-16.95	-16.18
	(2.51)	(2.36)
Asian	2.47	1.49
	(2.73)	(2.51)
Hispanic	-4.50	-3.77
	(1.58)	(1.46)
Education of Head of Household	1.54	.85
	(.34)	(.33)
Language other than English spoken at home	-5.97	-6.01
	(1.23)	(1.15)
Age 17+ in grade 11 or 18+ in grade 12		-1.09
		(.78)
Reported grades (5-point scale)		
English		1.06
		(.45)
Social Studies		.52
		(.46)
Science		1.78
		(.43)
Mathematics		3.98
		(.36)
Plan to work full-time soon after leaving high school		- .84
		(.98)
Plan to attend university (or 4-year college) at some future time		1.73
		(.86)
Plan to stay in high school and receive a regular high school diploma if pass CHSPE		- .13
		(1.02)
Plan to enroll in community college soon after high school		2.30
		(.89)
Plan to be independent soon after high school		-2.93
		(1.09)
Active in at least one extra-curricular school program		-1.44
		(.82)
How often absent from school		2.12
		(.46)
School located in SMSA:		
Southern California	.90	.38
	(1.33)	(1.23)
Northern California	2.05	2.18
	(1.45)	(1.33)
Received a grade in vocational education		5.17
		(1.72)

continued

Table 3.26 (Cont'd.)

Regressors	Step 1	Step 2
Received a grade in a foreign language		1.49 (.96)
Took CHSPE before		2.22 (1.39)
Has a job		.45 (1.01)
Works between 10 and 29 hours per week		1.05 (1.21)
Learned of CHSPE from: Parent/Guardian Radio TV Magazine Newspaper Notice at Public Library Other		4.92 (1.23)
Learned of CHSPE from: School Newspaper Notice posted at school Announcement read to all students Other student		2.94 (.86)
Learned of CHSPE from: Teacher Attendance Officer Counselor Principal		insufficient tolerance
Constant	79.68 (1.56)	47.57 (3.16)
Dependent Variable Mean	81.29	81.29
R^2	.08	.23
Residual d. of f.	1742	1723

Numbers in parentheses are standard errors of coefficient estimates

Table 3.27

Regressions for Individual Core Item Score, Students in Continuation Schools, November, 1976

Regressors	Step 1	Step 2
Female	-3.87 (1.62)	-7.00 (1.61)
Ethnic Minority:		
Black	-15.49 (6.61)	-19.03 (6.16)
Asian	2.17 (6.66)	5.62 (6.14)
Hispanic	.73 (3.56)	.58 (3.30)
Education of Head of Household	2.61 (.66)	1.62 (.63)
Language other than English spoken at home	-7.54 (2.86)	-8.51 (2.64)
Age 17+ in grade 11 or 18+ in grade 12		-9.10 (2.19)
Reported grades (5-point scale)		
English		1.04 (.92)
Social Studies		2.08 (.91)
Science		1.90 (.86)
Mathematics		4.59 (.69)
Plan to work full-time soon after leaving high school		1.33 (1.96)
Plan to attend university (or 4-year college) at some future time		1.07 (1.67)
Plan to stay in high school and receive a regular high school diploma if pass CHSPE		1.01 (2.06)
Plan to enroll in community college soon after high school		4.17 (1.71)
Plan to be independent soon after high school		-7.63 (2.08)
Active in at least one extra-curricular school program		.96 (1.54)
How often absent from school		3.00 (.90)
School located in SMSA:		
Southern California	1.01 (2.47)	.21 (2.28)
Northern California	- .09 (2.67)	-1.56 (2.46)
Received a grade in vocational education		3.80 (3.31)

continued

Table 3.27 (Cont'd.)

Regressors	Step 1	Step 2
Received a grade in a foreign language		3.87 (1.82)
Took CHSPE before		.20 (2.41)
Has a job		- .62 (2.04)
Works between 10 and 29 hours per week		.76 (2.37)
Learned of CHSPE from: Parent/Guardian Radio TV Magazine Newspaper Notice at Public Library Other		4.84 (1.85
Learned of CHSPE from: School Newspaper Notice posted at school Announcement read to all students Other student		.97 (2.06)
Learned of CHSPE from: Teacher Attendance Officer Counselor Principal		insufficient tolerance
Constant	83.15 (2.91)	44.34 (6.14)
Dependent Variable Mean	87.78	87.78
R^2	.04	.22
Residual d. of f.	841	822

Numbers in parentheses are standard errors of coefficient estimates

Table 3.28

Regressions for Individual Core Item Score, Students in Continuation Schools, March, 1977

Regressors	Step 1	Step 2
Female	-4.68 (1.59)	-7.07 (1.59)
Ethnic Minority:		
Black	-24.41 (4.92)	-26.56 (4.66)
Asian	- .31 (4.40)	2.20 (4.09)
Hispanic	-1.66 (3.20)	-2.43 (3.01)
Education of Head of Household	2.19 (.67)	2.25 (.64)
Language other than English spoken at home	-7.55 (2.71)	-8.46 (2.56)
Age 17+ in grade 11 or 18+ in grade 12		-4.97 (1.67)
Reported grades (5-point scale)		
English		1.98 (.88)
Social Studies		1.10 (.89)
Science		- .06 (.80)
Mathematics		6.01 (.68)
Plan to work full-time soon after leaving high school		-3.86 (1.83)
Plan to attend university (or 4-year college) at some future time		.11 (1.61)
Plan to stay in high school and receive a regular high school diploma if pass CHSPE		-1.83 (1.91)
Plan to enroll in community college soon after high school		.03 (1.70)
Plan to be independent soon after high school		-3.65 (2.12)
Active in at least one extra-curricular school program		.22 (1.48)
How often absent from school		.61 (.87)
School located in SMSA:		
Southern California	-5.02 (2.54)	-1.96 (2.41)
Northern California	-2.14 (2.68)	-1.45 (2.50)
Received a grade in vocational education		9.74 (3.63)

Continued

Table 3.28 (Cont'd.)

Regressors	Step 1	Step 2
Received a grade in a foreign language		1.85 (1.78)
Took CHSPE before		.88 (2.55)
Has a job		1.11 (2.00)
Works between 10 and 29 hours per week		- .02 (2.43)
Learned of CHSPE from: Parent/Guardian Radio TV Magazine Newspaper Notice at Public Library Other		1.72 (1.77)
Learned of CHSPE from: School Newspaper Notice posted at school Announcement read to all students Other student		3.52 (1.99)
Learned of CHSPE from: Teacher Attendance Officer Counselor Principal		insufficient tolerance
Constant	94.20 (2.86)	53.59 (6.43)
Dependent Variable Mean	92.37	92.37
R^2	.08	.24
Residual d. of f.	741	722

Numbers in parentheses are standard errors of coefficient estimates

Table 3.29

Regressions for Individual Core Item Score, Students in Continuation Schools, June, 1977

Regressors	Step 1	Step 2
Female	-3.07 (1.91)	-5.82 (1.95)
Ethnic Minority:		
Black	-28.05 (6.04)	-28.07 (5.73)
Asian	-1.39 (7.24)	-7.60 (6.90)
Hispanic	-5.71 (4.00)	-5.87 (3.78)
Education of Head of Household	2.26 (.78)	1.23 (.76)
Language other than English spoken at home	.14 (3.35)	- .26 (3.16)
Age 17+ in grade 11 or 18+ in grade 12		-3.42 (1.92)
Reported grades (5-point scale)		
English		3.22 (1.05)
Social Studies		1.58 (1.13)
Science		-1.46 (.98)
Mathematics		5.20 (.81)
Plan to work full-time soon after leaving high school		- .83 (2.22)
Plan to attend university (or 4-year college) at some future time		2.10 (1.96)
Plan to stay in high school and receive a regular high school diploma if pass CHSPE		5.31 (2.42)
Plan to enroll in community college soon after high school		3.25 (2.12)
Plan to be independent soon after high school		1.78 (2.39)
Active in at least one extra-curricular school program		-1.81 (1.83)
How often absent from school		2.97 (1.06)
School located in SMSA:		
Southern California	-3.95 (3.34)	-1.86 (3.17)
Northern California	-2.96 (3.55)	-2.04 (3.35)
Received a grade in vocational education		-5.13 (4.06)

continued

Table 3.29 (Cont'd.)

Regressors	Step 1	Step 2
Received a grade in a foreign language		4.18 (2.19)
Took CHSPE before		9.51 (2.56)
Has a job		.05 (2.35)
Works between 10 and 29 hours per week		- .12 (2.77)
Learned of CHSPE from:		
Parent/Guardian		insufficient tolerance
Radio		
TV		
Magazine		
Newspaper		
Notice at Public Library		
Other		
Learned of CHSPE from:		
School Newspaper		-1.13 (3.06)
Notice posted at school		
Announcement read to all students		
Other student		
Learned of CHSPE from:		
Teacher		-1.93 (2.25)
Attendance Officer		
Counselor		
Principal		
Constant	89.55 (3.94)	54.18 (8.00)
Dependent Variable Mean	89.74	89.74
R^2	.06	.22
Residual d. of f.	572	553

Numbers in parentheses are standard errors of coefficient estimates

Table 3.30

Regressions for Individual Core Item Score, Students in Continuation Schools, November, 1977

Regressors	Step 1	Step 2
Female	-4.15 (1.84)	-6.81 (1.87)
Ethnic Minority:		
Black	-1.91 (7.28)	-4.48 (6.95)
Asian	3.01 (5.72)	1.48 (5.43)
Hispanic	-3.27 (3.56)	-1.32 (3.41)
Education of Head of Household	1.83 (.77)	1.54 (.76)
Language other than English spoken at home	-7.70 (2.99)	-9.42 (2.87)
Age 17+ in grade 11 or 18+ in grade 12		-15.78 (2.72)
Reported grades(5-point scale)		
English		.85 (1.00)
Social Studies		2.12 (1.06)
Science		2.11 (.96)
Mathematics		1.70 (.82)
Plan to work full-time soon after leaving high school		-4.10 (2.21)
Plan to attend university(or 4-year college)at some future time		-3.65 (1.92)
Plan to stay in high school and receive a regular high school diploma if pass CHSPE		-3.50 (2.37)
Plan to enroll in community college soon after high school		4.26 (1.97)
Plan to be independent soon after high school		.43 (1.97)
Active in at least one extra-curricular school program		1.07 (1.81)
How often absent from school		2.42 (.98)
School located in SMSA:		
Southern California	5.07 (2.70)	7.22 (2.58)
Northern California	2.79 (2.97)	4.37 (2.80)
Received a grade in vocational education		5.17 (4.15)

continued

Table 3.30 (Cont'd.)

Regressors	Step 1	Step 2
Received a grade in a foreign language		.23 (2.09)
Took CHSPE before		.90 (2.82)
Has a job		3.27 (2.28)
Works between 10 and 29 hours per week		- .24 (2.59)
Learned of CHSPE from: Parent/Guardian Radio TV Magazine Newspaper Notice at Public Library Other		4.14 (2.20)
Learned of CHSPE from: School Newspaper Notice posted at school Announcement read to all students Other student		.47 (2.27)
Learned of CHSPE from: Teacher Attendance Officer Counselor Principal		insufficient tolerance
Constant	86.00 (3.21)	53.82 (7.57)
Dependent Variable Mean	90.97	90.97
R^2	.04	.19
Residual d. of f.	606	587

Numbers in parentheses are standard errors of coefficient estimates

Table 3.31

Regressions for Individual Core Item Score, Students in Continuation Schools, March, 1978

Regressors	Step 1	Step 2
Female	- 3.96 (1.67)	- 5.68 (1.72)
Ethnic Minority:		
Black	-13.82 (5.48)	-11.45 (5.24)
Asian	.52 (4.62)	1.32 (4.39)
Hispanic	.76 (3.41)	.70 (3.26)
Education of Head of Household	2.32 (.70)	1.74 (.69)
Language other than English spoken at home	- 5.85 (2.86)	- 6.84 (2.75)
Age 17+ in grade 11 or 18+ in grade 12		- 2.99 (1.74)
Reported grades (5-point scale)		
English		- .71 (.94)
Social Studies		.87 (.99)
Science		1.32 (.86)
Mathematics		4.29 (.73)
Plan to work full-time soon after leaving high school		- 3.83 (1.98)
Plan to attend university (or 4-year college) at some future time		2.80 (1.74)
Plan to stay in high school and receive a regular high school diploma if pass CHSPE		- 1.01 (2.17)
Plan to enroll in community college soon after high school		- .94 (1.80)
Plan to be independent soon after high school		- 7.63 (2.22)
Active in at least one extra-curricular school program		.75 (1.67)
How often absent from school		2.92 (.93)
School located in SMSA:		
Southern California	- 1.41 (2.49)	- .93 (2.40)
Northern California	- .55 (2.66)	.34 (2.56)
Received a grade in vocational education		.52 (3.92)

continued

Table 3.31 (Cont'd.)

Regressors	Step 1	Step 2
Received a grade in a foreign language		3.10 (1.90)
Took CHSPE before		-3.67 (3.02)
Has a job		6.39 (2.00)
Works between 10 and 29 hours per week		-4.95 (2.40)
Learned of CHSPE from: Parent/Guardian Radio TV Magazine Newspaper Notice at Public Library Other		5.54 (1.96)
Learned of CHSPE from: School Newspaper Notice posted at school Announcement read to all students Other student		5.15 (2.18)
Learned of CHSPE from: Teacher Attendance Officer Counselor Principal		insufficient tolerance
Constant	88.60 (2.91)	67.22 (6.89)
Dependent Variable Mean	90.64	90.64
R^2	.04	.18
Residual d. of f.	669	650

Numbers in parentheses are standard errors of coefficient estimates

Table 3.32

Regressions for Individual Core Item Score, Students in Continuation Schools, June, 1978

Regressors	Step 1	Step 2
Female	-4.66 (1.80)	-6.17 (1.85)
Ethnic Minority:		
Black	-25.60 (5.97)	-27.47 (5.64)
Asian	-5.59 (6.39)	-8.14 (6.01)
Hispanic	-9.51 (3.56)	-8.78 (3.35)
Education of Head of Household	1.12 (.72)	.57 (.69)
Language other than English spoken at home	-4.84 (3.06)	-4.46 (2.89)
Age 17+ in grade 11 or 18+ in grade 12		-4.04 (1.76)
Reported grades (5-point scale)		
English		-.65 (.95)
Social Studies		4.09 (.96)
Science		-.03 (.89)
Mathematics		5.15 (.77)
Plan to work full-time soon after leaving high school		-.36 (2.18)
Plan to attend university (or 4-year college) at some future time		-.69 (1.87)
Plan to stay in high school and receive a regular high school diploma if pass CHSPE		-.29 (2.35)
Plan to enroll in community college soon after high school		2.45 (1.94)
Plan to be independent soon after high school		-4.58 (2.31)
Active in at least one extra-curricular school program		.14 (1.73)
How often absent from school		1.87 (1.01)
School located in SMSA:		
Southern California	1.01 (3.01)	2.52 (2.87)
Northern California	3.14 (3.24)	4.75 (3.04)
Received a grade in vocational education		-4.70 (4.59)

continued

Table 3.32 (Cont'd.)

Regressors	Step 1	Step 2
Received a grade in a foreign language		3.01 (2.05)
Took CHSPE before		2.07 (2.71)
Has a job		2.52 (2.20)
Works between 10 and 29 hours per week		.87 (2.51)
Learned of CHSPE from: Parent/Guardian Radio TV Magazine Newspaper Notice at Public Library Other		3.16 (2.00)
Learned of CHSPE from: School Newspaper Notice posted at school Announcement read to all students Other student		5.48 (2.58)
Learned of CHSPE from: Teacher Attendance Officer Counselor Principal		insufficient tolerance
Constant	88.63 (3.43)	58.88 (7.52)
Dependent Variable Mean	88.80	88.80
R^2	.06	.21
Residual d. of f.	640	621

Numbers in parentheses are standard errors of coefficient estimates

Table 3.33

Regressions for Individual Core Item Score, Students in Continuation Schools, November, 1978

Regressors	Step 1	Step 2
Female	-1.45 (1.60)	-4.12 (1.65)
Ethnic Minority:		
Black	-16.49 (5.27)	-16.49 (5.07)
Asian	-3.27 (5.04)	- .004 (4.87)
Hispanic	-4.62 (3.68)	-4.13 (3.55)
Education of Head of Household	2.28 (.67)	1.61 (.66)
Language other than English spoken at home	-6.36 (2.95)	-6.07 (2.84)
Age 17+ in grade 11 or 18+ in grade 12		-4.81 (3.82)
Reported grades (5-point scale)		
English		1.10 (.87)
Social Studies		3.65 (.93)
Science		- .75 (.86)
Mathematics		3.83 (.75)
Plan to work full-time soon after leaving high school		1.62 (2.00)
Plan to attend university (or 4-year college) at some future time		.76 (1.70)
Plan to stay in high school and receive a regular high school diploma if pass CHSPE		4.07 (2.10)
Plan to enroll in community college soon after high school		4.11 (1.74)
Plan to be independent soon after high school		- .91 (2.16)
Active in at least one extra-curricular school program		-1.58 (1.57)
How often absent from school		2.99 (.90)
School located in SMSA:		
Southern California	- .11 (2.52)	-1.41 (2.41)
Northern California	.72 (2.69)	- .62 (2.58)
Received a grade in vocational education		5.26 (3.60)

continued

Table 3.33 (Cont'd.)

Regressors	Step 1	Step 2
Received a grade in a foreign language		- .69 (1.87)
Took CHSPE before		-1.23 (2.41)
Has a job		2.33 (1.87)
Works between 10 and 29 hours per week		- .74 (2.24)
Learned of CHSPE from: Parent/Guardian Radio TV Magazine Newspaper Notice at Public Library Other		5.21 (1.90)
Learned of CHSPE from: School Newspaper Notice posted at school Announcement read to all students Other student		2.94 (2.01)
Learned of CHSPE from: Teacher Attendance Officer Counselor Principal		insufficient tolerance
Constant	92.62 (2.94)	52.80 (6.59)
Dependent Variable Mean	96.45	96.45
R^2	.04	.17
Residual d. of f.	803	784

Numbers in parentheses are standard errors of coefficient estimates

Table 3.34

Regressions of Individual Core Item Scores, Students in Continuation Schools, Selected Regressors*

Regressors	Test Date								
	12/75	3/76	11/76	3/77	6/77	11/77	3/78	6/78	11/78
Female	- 3.54 (1.12)	- 6.43 (.84)	- 7.00 (1.61)	- 7.07 (1.59)	- 5.82 (1.95)	- 6.81 (1.87)	- 5.68 (1.72)	-6.17 (1.85)	- 4.12 (1.65)
Ethnic Minority:									
Black	-22.89 (4.85)	-16.18 (2.36)	-19.03 (6.16)	-26.56 (4.66)	-28.07 (5.73)	- 4.48 (6.95)	-11.45 (5.24)	-27.47 (5.64)	-16.49 (5.07)
Asian	- 2.57 (3.69)	1.49 (2.51)	5.62 (6.14)	1.20 (4.09)	- 7.60 (6.90)	1.48 (5.43)	1.32 (4.39)	-8.14 (6.01)	- .004 (4.87)
Hispanic	- 2.76 (2.12)	- 3.77 (1.46)	.58 (3.30)	- 2.43 (3.01)	- 5.87 (3.78)	- 1.32 (3.41)	.70 (3.26)	-8.78 (3.35)	- 4.13 (3.55)
Education of head of household (5-point scale)	1.69 (.42)	.85 (.33)	1.62 (.63)	2.25 (.64)	1.23 (.76)	1.54 (.76)	1.74 (.69)	.57 (.69)	1.61 (.66)
Language other than English spoken at home	- 4.90 (1.55)	- 6.01 (1.15)	- 8.51 (2.64)	- 8.46 (2.56)	- .26 (3.16)	- 9.42 (2.87)	- 6.84 (2.75)	-4.46 (2.89)	- 6.07 (2.84)
Age 17+ in grade 11 or 18+ in grade 12	- 4.73 (1.52)	- 1.09 (.78)	- 9.10 (2.19)	- 4.97 (1.67)	- 3.42 (1.92)	-15.78 (2.72)	- 2.99 (1.74)	-4.04 (1.76)	- 4.81 (3.82)
Reported Grades (5-point scale)									
English	.54 (.64)	1.06 (.45)	1.04 (.92)	1.98 (.88)	3.22 (1.05)	.85 (1.00)	- .71 (.94)	-.65 (.95)	1.10 (.87)
Social Studies	1.44 (.63)	.52 (.46)	2.08 (.91)	1.10 (.89)	1.58 (1.13)	2.12 (1.06)	.87 (.99)	4.09 (.96)	3.65 (.93)
Science	1.09 (.58)	1.78 (.43)	1.90 (.86)	- .06 (.80)	- 1.46 (.98)	2.11 (.96)	1.32 (.86)	-.03 (.89)	- .75 (.86)
Mathematics	4.59 (.49)	3.98 (.36)	4.59 (.69)	6.01 (.68)	5.20 (.81)	1.70 (.82)	4.29 (.73)	5.15 (.77)	3.83 (.75)
Plan to work full-time soon after leaving high school	- 2.15 (1.23)	- .84 (.98)	1.33 (1.96)	- 3.86 (1.83)	- .83 (2.22)	- 4.10 (2.21)	- 3.83 (1.98)	-.36 (2.18)	1.62 (2.00)
Plan to stay in high school if pass CHSPE	3.58 (1.70)	- .13 (1.02)	1.01 (2.06)	- 1.83 (1.91)	5.31 (2.42)	- 3.50 (2.37)	- 1.01 (2.17)	-.29 (2.35)	4.07 (2.10)
Plan to enroll in community college	- .72 (1.17)	2.30 (.89)	4.17 (1.71)	.03 (1.70)	3.25 (2.12)	4.26 (1.97)	- .94 (1.80)	2.45 (1.94)	4.11 (1.74)
Plan to be independent soon after high school	nr	- 2.93 (1.09)	- 7.63 (2.08)	- 3.65 (2.12)	1.78 (2.39)	.43 (1.97)	- 7.63 (2.22)	-4.58 (2.31)	- .91 (2.16)
How often absent from school	2.57 (.59)	2.12 (.46)	3.00 (.90)	.61 (.87)	2.97 (1.06)	2.42 (.98)	2.92 (.93)	1.87 (1.01)	2.99 (.90)
Received a grade in vocational education	nr	5.17 (1.72)	3.80 (3.31)	9.74 (3.63)	- 5.13 (4.06)	5.17 (4.15)	- .52 (3.92)	-4.70 (4.59)	5.26 (3.60)
Received a grade in a foreign language	nr	1.49 (.96)	3.87 (1.82)	1.85 (1.78)	4.18 (2.19)	.23 (2.09)	3.10 (1.90)	3.01 (2.05)	- .69 (1.87)
Learned of CHSPE:									
outside source	nr	4.92 (1.23)	4.84 (1.85)	1.72 (1.77)	it	4.14 (2.20)	5.54 (1.96)	3.16 (2.00)	5.21 (1.90)
within school	nr	2.94 (.86)	.97 (2.06)	3.52 (1.99)	- 1.13 (3.06)	.47 (2.27)	5.15 (2.18)	5.48 (2.58)	2.94 (2.01)
Residual d. of f.	853	1723	822	722	553	587	650	621	784

* for complete equation see Tables 3.25 - 3.33

nr: not reported

it: insufficient tolerance
not entered into equation

numbers in parentheses are estimated standard errors of coefficient estimates

Table 3.35

Weighted Linear Probability Model : Probability of Passing CHSPE, Students in Regular High Schools, Grades 11 and 12, Step One Variables, December, 1975

Independent Variables	Unweighted OLS		Weighted, Constrained LP	
Female	-.09	(.01)	-.09	(.01)
Ethnic Minority:				
Black	-.30	(.04)	-.44	(.04)
Asian	-.01	(.03)	-.002	(.03)
Hispanic	-.07	(.02)	-.08	(.02)
Education of head of household (5-point scale)	.04	(.004)	.03	(.004)
Language other than English spoken at home	-.13	(.02)	-.14	(.02)
Mean combined academic achievement score in school, 1975-76 (CAP)	.01	(.002)	.01	(.001)
School located in SMSA:				
Southern California	-.001	(.02)	-.01	(.02)
Northern California	.01	(.02)	.01	(.02)
Constant	-.14	(.10)	-.02	(.10)
Dependent Variable Mean	.50		1.04	
R^2	.06		.06	
Residual d. of f.	7336		7335	

Numbers in parentheses are standard errors

Table 3.36

Weighted Linear Probability Model: Probability of Passing CHSPE, Students in Regular High Schools, Grades 11 and 12, Step One Variables, March, 1976

Independent Variables	Unweighted OLS		Weighted, Constrained LP	
Female	-.07	(.01)	-.09	(.01)
Ethnic Minority:				
Black	-.24	(.03)	-.44	(.03)
Asian	.02	(.03)	.04	(.03)
Hispanic	-.07	(.02)	-.09	(.02)
Education of head of household (5-point scale)	.05	(.004)	.06	(.01)
Language other than English spoken at home	-.11	(.02)	-.16	(.01)
Mean combined academic achievement score in school, 1975-76 (CAP)	.01	(.001)	.01	(.001)
School located in SMSA:				
Southern California	-.02	(.02)	-.05	(.02)
Northern California	.03	(.02)	.03	(.02)
Constant	-.11	(.08)	.16	(.06)
Dependent Variable Mean	.38		.81	
R^2	.06		.04	
Residual d. of f.	8523		8522	

Numbers in parentheses are standard errors

Table 3.37

Weighted Linear Probability Model: Probability of Passing CHSPE, Students in Regular High Schools, Grades 11 and 12, Step One Variables, November, 1976

Independent Variables	Unweighted OLS		Weighted, Constrained LP	
Female	.08	(.01)	.08	(.01)
Ethnic Minority:				
Black	-.17	(.04)	-.22	(.04)
Asian	.02	(.04)	.02	(.04)
Hispanic	-.04	(.03)	-.04	(.03)
Education of head of household (5-point scale)	.05	(.01)	.05	(.01)
Language other than English spoken at home	-.09	(.02)	-.10	(.02)
Mean combined academic achievement score in school, 1976-77 (CAP)	.008	(.002)	.01	(.002)
School located in SMSA:				
Southern California	.01	(.02)	.01	(.02)
Northern California	.01	(.02)	.02	(.02)
Constant	-.28	(.10)	-.18	(.10)
Dependent Variable Mean	.41		.85	
R^2	.05		.03	
Residual d. of f.	5544		5543	

Numbers in parentheses are standard errors

Table 3.38

Weighted Linear Probability Model: Probability of Passing CHSPE, Students in Regular High Schools, Grades 11 and 12, Step One Variables, March, 1977

Independent Variables	Unweighted OLS		Weighted, Constrained LP	
Female	.03	(.02)	.02	(.02)
Ethnic Minority:				
Black	-.18	(.04)	-.23	(.05)
Asian	.003	(.05)	-.0003	(.05)
Hispanic	-.05	(.03)	-.05	(.03)
Education of head of household (5-point scale)	.06	(.01)	.06	(.01)
Language other than English spoken at home	-.08	(.03)	-.09	(.03)
Mean combined academic achievement score in school, 1976-77 (CAP)	.01	(.002)	.01	(.002)
School located in SMSA:				
Southern California	-.06	(.03)	-.07	(.03)
Northern California	-.05	(.03)	-.05	(.03)
Constant	-.27	(.12)	.00001	(.18)
Dependent Variable Mean	.47		.96	
R^2	.05		.05	
Residual d. of f.	3842		3841	

Numbers in parentheses are standard errors

Table 3.39

Weighted Linear Probability Model: Probability of Passing CHSPE, Students in Regular High Schools, Grades 11 and 12, Step One Variables, June, 1977

Independent Variables	Unweighted OLS		Weighted, Constrained LP	
Female	-.002	(.02)	.004	(.02)
Ethnic Minority:				
Black	-.24	(.05)	-.37	(.06)
Asian	.01	(.05)	-.01	(.05)
Hispanic	-.07	(.04)	-.15	(.03)
Education of head of household (5-point scale)	.06	(.01)	.07	(.01)
Language other than English spoken at home	-.11	(.03)	-.09	(.03)
Mean combined academic achievement score in school, 1976-77 (CAP)	.01	(.002)	.01	(.002)
School located in SMSA:				
Southern California	-.001	(.03)	-.004	(.03)
Northern California	.01	(.03)	.01	(.03)
Constant	-.11	(.13)	.27	(.14)
Dependent Variable Mean	.43		.89	
R^2	.06		.05	
Residual d. of f.	3358		3357	

Numbers in parentheses are standard errors

Table 3.40

Weighted Linear Probability Model: Probability of Passing CHSPE, Students in Regular h Schools, Grades 11 and 12, Step One Variables, November, 1977

Independent Variables	Unweighted OLS		Weighted, Constrained LP	
Female	.04	(.01)	.04	(.01)
Ethnic Minority:				
Black	-.19	(.05)	-.24	(.05)
Asian	.03	(.04)	.04	(.04)
Hispanic	-.03	(.03)	-.05	(.03)
Education of head of household (5-point scale)	.06	(.006)	.05	(.01)
Language other than English spoken at home	-.10	(.02)	-.19	(.02)
Mean combined academic achievement score in school, 1977-78 (CAP)	.007	(.002)	.01	(.001)
School located in SMSA:				
Southern California	.01	(.02)	.01	(.02)
Northern California	.01	(.02)	.01	(.02)
Constant	-.14	(.12)	.55	(.24)
Dependent Variable Mean	.46		.94	
R^2	.04		.04	
Residual d. of f.	4478		4477	

Numbers in parentheses are standard errors

Table 3.41

Step One Variables,

.ighted Linear Probability Model: Probability of Passing CHSPE, Students in Regular High Schools, Grades 11 and 12, March, 1978

Independent Variables	Unweighted OLS		Weighted, Constrained LP	
Female	- .01	(.02)	-.01	(.02)
Ethnic Minority:				
Black	-.23	(.05)	-.26	(.05)
Asian	.02	(.05)	.03	(.05)
Hispanic	-.06	(.03)	-.05	(.03)
Education of head of household (5-point scale)	.05	(.01)	.05	(.01)
Language other than English spoken at home	-.11	(.03)	-.12	(.03)
Mean combined academic achievement score in school, 1977-78 (CAP)	.004	(.002)	.01	(.002)
School located in SMSA:				
Southern California	-.01	(.03)	-.01	(.03)
Northern California	-.01	(.03)	-.01	(.03)
Constant	.08	(.13)	.19	(.14)
Dependent Variable Mean	.47		.96	
R^2	.04		.03	
Residual d. of f.	3784		3783	

numbers in parentheses are standard errors

Table 3.42

Weighted Linear Probability Model: Probability of Passing CHSPE, Students in Regular High Schools, Grades 11 and 12, Step One Variables, June, 1978

Independent Variables	Unweighted OLS		Weighted, Constrained LP	
Female	-.05	(.02)	-.09	(.02)
Ethnic Minority:				
Black	-.19	(.05)	-.37	(.05)
Asian	.003	(.05)	.02	(.05)
Hispanic	-.05	(.04)	-.07	(.03)
Education of head of household (5-point scale)	.05	(.01)	.05	(.01)
Language other than English spoken at home	-.07	(.03)	-.13	(.03)
Mean combined academic achievement score in school, 1977-78 (CAP)	.01	(.002)	.02	(.002)
School located in SMSA:				
Southern California	.002	(.03)	-.002	(.03)
Northern California	.01	(.03)	-.0002	(.03)
Constant	-.33	(.14)	.12	(.13)
Dependent Variable Mean	.45		.92	
R^2	.04		.06	
Residual d. of f.	3625		3624	

Numbers in parentheses are standard errors

Table 3.43

Weighted Linear Probability Model: Probability of Passing CHSPE, Students in Regular h Schools, Grades 11 and 12, Step One Variables, November, 1978

Independent Variables	Unweighted OLS		Weighted, Constrained LP	
Female	-.03	(.01)	-.02	(.01)
Ethnic Minority:				
Black	-.36	(.04)	-.41	(.04)
Asian	-.01	(.04)	-.004	(.04)
Hispanic	-.09	(.02)	-.09	(.02)
Education of head of household (5-point scale)	.05	(.01)	.04	(.01)
Language other than English spoken at home	-.09	(.02)	-.09	(.02)
Mean combined academic achievement score in school, 1977-78 (CAP)	.004	(.002)	.004	(.001)
School located in SMSA:				
Southern California	.006	(.02)	.001	(.02)
Northern California	-.002	(.02)	-.01	(.02)
Constant	.24	(.10)	.60	(.20)
Dependent Variable Mean	.57		1.20	
R^2	.05		.07	
Residual d. of f.	6056		6055	

Numbers in parentheses are standard errors

Table 3.44

Linear Probability Model: Estimates from Weighted Regression, Probability of Passing CHSPE, Students in Regular High Schools, Grades 11 and 12, Step One Variables

Independent Variables	Test Date 12/75	3/76	11/76	3/77	6/77	11/77	3/78	6/78	11/78
Female	- .09 (.01)	- .09 (.01)	.08 (.01)	.02 (.02)	.004 (.02)	.04 (.01)	- .01 (.02)	- .09 (.02)	- .02 (.01)
Ethnic Minority:									
Black	- .44 (.04)	- .44 (.03)	- .22 (.04)	- .23 (.05)	- .37 (.06)	- .24 (.05)	- .26 (.05)	- .37 (.05)	- .41 (.04)
Asian	- .002 (.03)	.04 (.03)	.03 (.04)	- .000 (.05)	- .01 (.05)	.04 (.04)	.03 (.05)	.02 (.05)	- .004 (.04)
Hispanic	- .08 (.02)	- .09 (.02)	- .04 (.03)	- .05 (.03)	- .15 (.03)	- .05 (.03)	- .05 (.03)	- .07 (.03)	- .09 (.02)
Education of head of household (5-point scale)	.03 (.004)	.06 (.01)	.05 (.01)	.06 (.01)	.07 (.01)	.05 (.01)	.05 (.01)	.05 (.01)	.04 (.01)
Language other than English spoken at home	- .14 (.02)	- .16 (.01)	- .10 (.02)	- .09 (.03)	- .09 (.03)	- .19 (.02)	- .12 (.03)	- .13 (.03)	- .09 (.02)
Mean combined academic achievement score in school (CAP)	.01 (.001)	.01 (.001)	.01 (.002)	.01 (.002)	.01 (.002)	.01 (.001)	.01 (.002)	.02 (.002)	.004 (.001)
School located in:									
Southern CA SMSA	- .01 (.02)	- .05 (.02)	.01 (.02)	- .07 (.03)	- .004 (.03)	.01 (.02)	- .01 (.03)	- .002 (.03)	.001 (.02)
Northern CA SMSA	.01 (.02)	.03 (.02)	.02 (.02)	- .05 (.03)	.01 (.03)	.01 (.02)	- .01 (.03)	- .0002 (.03)	- .01 (.02)
Constant	- .02 (.10)	.16 (.06)	- .18 (.10)	.000 (.18)	.27 (.14)	.55 (.24)	.19 (.14)	.12 (.13)	.60 (.20)
Dependent Variable Mean	.50	.38	.41	.47	.43	.46	.47	.45	.57
R^2	.06	.04	.03	.05	.05	.04	.03	.06	.07
Residual d. of f.	7335	8522	5543	3841	3357	4477	3783	3624	6055

TABLE 4.1

COMPARISON OF WEIGHTED LINEAR PROBABILITY MODEL ON PASS/FAIL WITH REGRESSION ON CORE ITEM SCORE--SDE STUDENT SAMPLE

	Pass/fail		Core Item Score	
	Step 1	Step 2	Step 1	Step 2
Female	.024 (.03)	-.034 (.03)	-3.116 (1.59)	-5.665 (1.49)
Level of father's education	.005 (.01)	.011 (.01)	.966 (.41)	.730 (.38)
Foreign language spoken in the home	-.053 (.09)	-.136 (.09)	-5.208 (2.17)	-5.500 (1.94)
Number of siblings	-.052 (.01)	-.065 (.01)	-1.021 (.50)	-.888 (.44)
Mean combined academic achievement score (CAP) of 12th graders in respondent's school	-.004 (.004)	.0006 (.004)	.321 (.20)	.435 (.18)
Grade in English		.056 (.03)		2.066 (.79)
Grade in Social Studies		.014 (.03)		2.046 (.75)
Grade in Mathematics		.074 (.03)		2.790 (.69)
Older than usual for grade in school		-.164 (.09)		-6.981 (2.27)
Junior (vs. senior)		-.046 (.03)		-1.494 (1.49)
In a college preparatory curriculum		.114 (.035)		4.315 (1.91)
Amount of absence from school		-.027 (.02)		.815 (.83)
Constant	1.388 (.29)	.310 (.41)		
R^{-2}	.87	.88	.06	.26
Residual degrees of freedom	332	325	333	326

Table 4.2a

VARIABLES ASSOCIATED WITH "STAY IN HIGH SCHOOL, IF PASSED CHSPE"--
SDE Student Sample: Dec. 1975 (without SDE School Survey variables)

	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
Female	.080 (.04)	.084 (.04)	.101 (.03)	.046 (.03)	.009 (.03)	.022 (.02)
Level of father's education	.011 (.01)	.019 (.01)	.013 (.01)	.012 (.01)	.012 (.01)	-.001 (.01)
Smoking allowed in special area		.091 (.04)	.083 (.04)	.072 (.03)	.050 (.03)	.0 8 (.02)
Mean combined academic achievement score, 1975-76 (CAP) of 12th graders in school		-.017 (.004)	-.015 (.004)	-.012 (.004)	.002 (.003)	.0001 (.003)
Junior (vs. Senior)			-.127 (.04)	-.144 (.04)	-.092 (.03)	-.032 (.02)
College prep curriculum				.170 (.06)	.140 (.05)	.060 (.04)
Grade in social studies				.073 (.02)	.079 (.01)	.029 (.01)
Grade in mathematics				-.021 (.02)	-.081 (.01)	-.033 (.01)
MOTIVATION TO TAKE CHSPE (from follow up questionnaire						
Disliked high school					-.061 (.01)	-.017 (.01)
Wanted to leave high school and go to work					-.092 (.01)	-.035 (.01)
Needed to leave high school to earn money					-.044 (.01)	-.019 (.01)
Wanted to leave high school and go to college					-.133 (.01)	-.055 (.13)
PLANS FOR IMMEDIATELY AFTER TAKING CHSPE (from follow up questionnaire)						
Planned to stay in high school a while						.031 (.04)
Planned to get a regular diploma						.631 (.06)
Planned to be a homemaker						-.058 (.04)
Constant	-.093 (.05)	.993 (.27)	.986 (.26)	.667 (.27)	.888 (.23)	.398 (.19)
R^{-2}	.01	.09	.13	.24	.56	.74
Residual degrees of freedom	203	201	200	197	193	190

Table 4.2b

VARIABLES ASSOCIATED WITH "STAY IN HIGH SCHOOL, IF PASSED CHSPE"—
SDE Student Sample: Dec. 1975 (with SDE School Survey variables)

	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
Female	.017 (.04)	.057 (.04)	.081 (.04)	.007 (.03)	-.021 (.03)	.0015 (.03)
Level of father's education	.020 (.01)	.055 (.01)	.051 (.01)	.027 (.01)	.029 (.01)	.009 (.01)
Smoking allowed in special area (district)		.082 (.04)	.056 (.04)	.067 (.03)	.085 (.03)	.025 (.03)
Passers exempt from course requirements		-.024 (.06)	-.036 (.06)	.009 (.05)	-.030 (.04)	-.006 (.03)
High school's program diversity: remedial & ethnic		.107 (.02)	.116 (.02)	.064 (.02)	.062 (.01)	.029 (.01)
High school's program diversity: enriched		-.037 (.018)	-.046 (.02)	-.010 (.01)	-.035 (.01)	-.017 (.01)
Mean combined academic achievement score, 1975-76 (CAP) of 12th graders in the school		-.022 (.005)	-.021 (.005)	-.017 (.004)	-.014 (.004)	-.006 (.003)
Junior (vs. senior)			-.166 (.04)	-.119 (.04)	-.064 (.033)	-.037 (.03)
College prep curriculum				.426 (.07)	.339 (.06)	.131 (.06)
Social studies grade				.042 (.02)	.015 (.02)	.006 (.01)
Mathematics grade				-.003 (.02)	.001 (.02)	-.001 (.02)
MOTIVATION TO TAKE CHSPE (follow up questionnaire)						
Disliked high school					-.045 (.02)	-.013 (.01)
Wanted to leave high school and go to work					-.017 (.02)	-.010 (.01)
Needed to leave high school to earn money					-.083 (.02)	-.031 (.01)
Wanted to leave high school and go to college					-.046 (.01)	-.019 (.01)
PLANS FOR IMMEDIATELY AFTER TAKING CHSPE (questionnaire)						
Planned to stay in high school a while						.004 (.04)
Planned to get a regular diploma						.620 (.07)
Planned to be a homemaker						-.006 (.04)
Constant	--	1.289 (.34)	1.361 (.32)	.99 (.27)	1.388 (.27)	.551 (.24)
R^{-2}	.04	.38	.44	.65	.74	.84
Residual degrees of freedom	144	138	137	134	130	127

Table 4.3

VARIABLES ASSOCIATED WITH "STAY IN HIGH SCHOOL, IF FAILED CHSPE"--

SDE Student Sample

	Step 1	Step 2	Step 3	Step 4
Age in months	-.037 (.006)	-.036 (.01)	-.023 (.01)	-.023 (.01)
Female	.169 (.09)	.171 (.09)	.047 (.10)	.049 (.10)
Foreign language spoken in the home	.051 (.12)	.048 (.13)	-.020 (.12)	-.041 (.13)
Junior (vs. senior)		.012 (.13)	-.104 (.13)	-.109 (.14)
Young for grade			-.186 (.24)	-.198 (.24)
College prep curriculum			.017 (.13)	.006 (.14)
Frequency of absence from school			-.166 (.05)	-.149 (.06)
English grade			-.025 (.05)	-.022 (.05)
Social Studies grade			-.0003 (.05)	-.016 (.05)
Science grade			.108 (.04)	.100 (.05)
Math grade			-.007 (.01)	.009 (.04)
Physical education grade			-.008 (.04)	.005 (.04)
MOTIVATION TO TAKE CHSPE (follow-up questionnaire)				
Wanted to take a lighter course load				.038 (.05)
Wanted to see if I could pass				.018 (.04)
Wanted to have the option to leave school early				-.005 (.05)
PLANS FOR IMMEDIATELY AFTER TAKING CHSPE (follow up)				
Planned to go to college				.080 (.09)
Constant	7.955 (2.18)	7.807 (2.07)	5.378 (2.19)	5.064 (2.25)
R^{-2}	.56	.55	.63	.62
Residual degrees of freedom	111	110	102	98

Table 4.4a

FEBRUARY TO MARCH 1977 CHSPE CERTIFICATE/DIPLOMA OUTCOMES FOR STUDENTS WHO WERE JUNIORS AND SENIORS AT THE TIME OF CHSPE (DECEMBER 1975)

WHOLE SAMPLE

CHSPE certif.		High school diploma: Yes	High school diploma: No	
	Yes	33 (8.2%)	221 (55.1%)	254 (63.3%)
	No	42 (10.5%)	105 (26.2%)	147 (36.7%)
		75 (18.7%)	326 (81.3%)	401* (100.0%)

JUNIORS AT TIME OF CHSPE

CHSPE certif.		High school diploma: Yes	High school diploma: No	
	Yes	9 (4.1%)	133 (60.2%)	142 (64.3%)
	No	14 (6.3%)	65 (29.4%)	79 (35.7%)
		23 (10.4%)	198 (89.6%)	221 (100.0%)

SENIORS AT TIME OF CHSPE

CHSPE certif.		High school diploma: Yes	High school diploma: No	
	Yes	24 (13.3%)	88 (48.9%)	112 (62.2%)
	No	28 (15.6%)	40 (22.2%)	68 (37.8%)
		42 (28.9%)	128 (71.1%)	180 (100.0%)

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* 401 cases with no missing data on grade i [illegible]chool (Dec. 75), pass/fail CHSPE, obtained high school diploma or not, and current activity

Table 4.4b

CHSPE-TAKERS' CURRENT ACTIVITIES BY CHSPE CERTIFICATE/DIPLOMA CATEGORIES

Current Activity	CHSPE certificate only		High school diploma only		Both diploma and certificate		Neither diploma or certificate	
	Juniors	Seniors	Juniors	Seniors	Juniors	Seniors	Juniors	Seniors
Military	3.76% (5)	12.50% (11)	0	0	0	8.33% (2)	4.61% (3)	5.00% (2)
Working	29.32% (39)	32.95% (29)	21.43% (3)	42.86% (12)	33.33% (3)	16.67% (4)	15.38% (10)	35.00% (14)
Homemakers	6.77% (9)	4.55% (4)	14.29% (2)	7.14% (2)	0	4.17% (1)	6.15% (4)	15.00% (6)
Unemployed	6.77% (9)	5.68% (5)	0	10.71% (3)	0	4.17% (1)	7.69% (5)	10.00% (4)
Attending regular high school	10.53% (14)	0	21.43% (3)	0	0	0	21.54% (14)	0
Attending reg. HS Plus other sec.Sch	2.26% (3)	0	0	0	0	0	7.69% (5)	2.50% (1)
Attending reg. hs plus post-sec sch	.75 (1)	0	0	0	0	0	7.69% (5)	0
Attending continuation high school	0	0	0	0	0	0	4.62% (3)	0
Attending adult school	.75 (1)	2.27 (2)	0	0	0	12.67% (3)	7.69% (5)	5.00% (2)
Attending vocational or trade school	1.50% (2)	1.14% (1)	0	0	0	4.17% (1)	0	2.50% (1)
Attending business school	.75% (1)	3.41% (3)	7.14% (1)	3.57% (1)	0	4.17% (1)	0	0

continued

Table 4.4b (cont.)

Current Activity	CHSPE certificate only		High school diploma only		Both diploma and certificate		Neither diploma nor certificate	
	Juniors	Seniors	Juniors	Seniors	Juniors	Seniors	Juniors	Seniors
Attending 4-year college	4.51% (6)	4.55% (4)	0	0	11.22% (1)	16.67% (4)	3.08% (2)	0
Attending community college	23.31% (31)	27.27% (24)	35.71% (5)	25.00% (7)	33.33% (3)	20.83% (5)	7.69% (5)	15.00% (6)
Miscellaneous multiple responses	9.02% (12)	5.68% (5)	0	10.71% (3)	22.22% (2)	8.33% (2)	6.15% (4)	10.00% (4)
Totals	100.00% (133)	100.00% (88)	100.00% (14)	99.99% (28)	100.10% (9)	100.18% (24)	99.98% (65)	100.00% (40)

TASK II:

THE FINANCIAL IMPACT OF THE CALIFORNIA HIGH SCHOOL PROFICIENCY EXAMINATION

TASK II

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PART I

THE FINANCIAL IMPACT OF CHSPE ON SCHOOL DISTRICTS IN 1976-77

ABSTRACT

The California High School Proficiency Examination (CHSPE) was first administered in December, 1975, and has been given several times a year since then. This general skills examination, which allows passers to leave high school early with the legal equivalent of a high school diploma, came at a time when declining enrollments were already causing financial problems for school districts.

In California, general purpose revenues are linked to district attendance. The loss of students who passed CHSPE and left school early would therefore cause a decline in revenues for school districts and also a reduction of state aid, resulting in a savings for the State of California. This study was undertaken to examine the magnitude of these revenue changes due to CHSPE. Of special interest was the effect of the provision that allows school districts to count additional units of attendance under certain conditions of declining attendance, and to what extent this provision mitigated the adverse impact of the exam on school districts.

First, three estimates (high, low, and intermediate) were made of the attendance loss in each school district due to CHSPE for the 1976-77 school year, the first year of any sizable impact. Then a school finance simulation model was used to recreate the revenue calculations for 1976-77. The fiscal impact of CHSPE on each district was computed as the difference between the total revenues that would have been raised if no students had left early due to CHSPE, and the total actual revenues in that year.

Surprisingly few students have taken CHSPE, and less than half of those have passed the exam. The resultant number of students who have left school early solely because of CHSPE is very small; consequently, the total fiscal impact has also been small. The best estimate is that in 1976-77 the state saved almost $3 million in aid payments and local districts partially made up for the loss in state aid by raising an additional $0.75 million in revenues, resulting in a net revenue loss to school districts of about $2-1/4 million.* It is interesting, however, to point out that the revenue loss to school districts would have more than doubled in the absence of the declining enrollment provision mentioned above.

The potential loss of students due to CHSPE was a concern to many school administrators initially. But the low participation rate has resulted in the financial effect being virtually negligible for individual school districts. The declining enrollment provision serves to stabilize school district revenues in the event of a sudden short-term drop, though it does not ameliorate the financial impact of enrollment declines in the long run.

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*For comparison, the total amount of state and local revenues raised in high school and unified districts was more than $4 billion.

A. Introduction

In 1976-77 attendance in many of California's high schools was already declining. The possibility of students taking the California High School Proficiency Examination (CHSPE) and leaving school early threatened to cause a further reduction in high school attendance and district revenues. This study analyzes the impact of CHSPE on district attendance and revenues in 1976-77. This impact was, in a word, "small."

The analysis of the fiscal impact of CHSPE on school districts in 1976-77 requires three steps. First, it is necessary to estimate for each school district the loss in average daily attendance (ADA) due to the exam. Second, using the low, high, and intermediate estimates of attendance loss developed in step 1, the amount of state aid and total revenue available to each school district can be computed using a school finance simulation model. In the final step, the output of the simulation model is analyzed to determine the loss in total revenues on a district total and per ADA basis, loss in state aid on a district total and per ADA basis, and the change in tax rate.

Because some of the school finance terms used here may be new to the reader, a glossary has been attached as the Appendix. Each term that is defined in the glossary is underlined when it first appears in the text.

B. Estimate of ADA Loss as the Result of CHSPE

1. Data Required to Estimate ADA Loss

In order to simulate the financial impact of CHSPE on school districts, it is necessary to process the data on CHSPE takers to estimate an ADA loss for each district that can be attributed to CHSPE.

In making this analysis it is important to distinguish between students who left school after taking CHSPE and those who left school because of CHSPE. Certainly some of the students who passed CHSPE and left school would have left school even in the absence of the exam. On the other hand, some students who passed CHSPE may have stayed in school instead of dropping out because having a certificate of proficiency gave them more freedom in school or reduced the pressure to do well.

Similarly, some students who failed CHSPE may have mistakenly thought that they passed the exam, and left school before the exam results were reported. (This situation was taken into account in the calculation of the intermediate and high estimates of ADA loss due to CHSPE, as discussed below.) Or, some students who failed CHSPE may have decided that they needed to stay in school in order to learn more, and therefore didn't drop out thanks to CHSPE.

In estimating the loss in ADA due to CHSPE it would be desirable to take all of these situations into account. Unfortunately, data are not available to estimate any of these factors in determining the net impact of CHSPE on ADA loss. Instead, a range of estimates of the ADA loss due to CHSPE was made that was sufficiently broad to cover all of these possibilities. Essentially, the strategy was to estimate an "upper bound" as the number of students who left high school early because of CHSPE, by counting all students who passed the exam plus a percentage who failed the exam as students who actually left school early because of CHSPE. Using less extreme assumptions gave low and intermediate, and presumably more realistic, estimates of the number who left school early because of CHSPE.

The formulas that are used to determine the apportionment of state basic and equalization aid and also the total revenue limit of a school district use two different counts of attendance. State aid is first apportioned using the second period count of average daily attendance (P2 ADA) which is collected from July 1 to April 15 in each school year but is ultimately corrected for the annual count of ADA which is collected from July 1 to June 30. Revenue limits are computed using only the P2 count.

It is common for attendance to drop between the P2 and annual counts. In that case, the final calculation of state aid using the annual ADA will show that there is the need for a negative correction, and this correction takes place in the following school year.

If we ignore the timing of these events we can say that state aid depends only on annual ADA, while the district's revenue limit depends only on P2 ADA. Thus, in order to compute the impact of CHSPE on both state basic and equalization aid and also on the total revenue available to school districts, we need to get estimates of the ADA loss due to CHSPE for both the P2 and annual counts of ADA.

The simulation will be for the 1976-77 school year, and so only the first three CHSPE exam dates will be examined. The fourth exam was in March, 1977, with the results not being known until May. These results, then, would not have any bearing on the second period ADA count. While the fourth exam would have a minor impact on the annual ADA count, a high estimate of ADA loss will be computed that is sufficiently high as to still stand as an upper bound on annual ADA loss even when ignoring this exam.

For each of the first three test dates we will have the following data aggregated by district:

$N(X_1, X_2, X_3, X_4)$ = Number of students with value (X_1, X_2, X_3, X_4)

where

X_1 = 1 if student passed the exam

= 2 if student failed the exam

X_2 = 1 if student said he/she would stay in school if he/she passed the exam

2 if student said he/she would leave school if he/she passed the exam

3 no response (15% - 19% depending on test date)

X_3 = 1 if student said he/she was absent one day a week or more

2 if student said he/she was absent one day every two weeks

3 if student said he/she was absent less often than one day every two weeks

0 no response (19% - 23% depending on test date)

X_4 = 1 if they were in grade 9 at the time of the exam

2 if they were in grade 10 at the time of the exam

3 if they were in grade 11 at the time of the exam

4 if they were in grade 12 at the time of the exam

5 other or no response (21% - 24% depending on test date)

The pass/fail information (X_1) comes from the Educational Testing Service (ETS). The other three variables are from the voluntary pre-test questionnaire. Note that for the absenteeism variable (X_3) there was no opportunity to distinguish between cutting a single class and being absent a whole day; the interpretation of the question was left to the student.

2. Calculation of Loss in Second Period ADA

These four variables and the results from Padia's follow-up survey of students who took the December, 1975 exam comprise the total relevant data that is available to estimate the ADA loss due to CHSPE. The following three calculations determine a range of estimates for second period ADA loss.

(a) Low Estimate of ADA Loss

From the pre-exam questionnaire, 82% - 85% of the students (depending on the exam date) said that if they passed the exam they would not stay in school to receive a regular diploma. But Padia's follow-up survey showed that only 75% of the passers did leave early. Thus, in this low estimate, we will use Padia's finding that 75% of the passers left early, and also assume that the exam did not affect any of the non-passers.

We will also use the results of Padia's follow-up survey to develop a distribution of when students left in the school year. Padia reports that 79% of those who left school did so within the first month of receiving the exam results, 13% within 2-4 months, and 8% within 5 months to a year. In order to give a fixed numerical value to these questionnaire results we will "average" the results and assume that 79% left immediately, 13% left after 3 months, and 8% left after 6 months. Thus, all students who took the exam at either of the two dates in 1975-76 and left school will be assumed to have left before the start of the 1976-77 school year.

It is necessary to convert a pupil count into an ADA count. Using the self-reported absenteeism (variable X_3) we will then also reduce the estimated ADA loss by 20% for those students who reported that they were absent one day a week or more, by 10% for those who reported that they were absent one day every two weeks, and by 5% for those reporting a lower frequency of absences.[1] Students not responding to this question will arbitrarily be lumped into the 10% reduction category.

Finally, we will only count those students who would otherwise have been in school in the 1976-77 school year. Thus, we will exclude from the analysis any seniors who took the exam during the 1975-76 school year. Here, too, we must prorate non-respondents.

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[1] Note that a survey by the State Department of Education reported that the ratio of ADA to enrollment is roughly .95 for high school students.

(b) High Estimate of ADA Loss

Here we will assume that all passers[1] and 20% of the non-passers left school due to CHSPE. It is necessary to include a portion of the non-passers since many principals reported that they knew of students who left even before the exam results were known. The 20% figure is purely speculative, as no real data has been collected on the number of non-passers who left because of the exam. It will be assumed, again arbitrarily, that non-passers left, on the average, when the exam results were made known.

We will use the same distribution as for the low estimate of when passers left school. We will again reduce all ADA due to absenteeism and also not count those who were seniors in 1975-76, again using the same methodology as for the low estimate.

(c) Intermediate Estimate of ADA Loss

Here we will again use Padia's survey result that only 75% of the passers left school early. We will also assume, again arbitrarily, that 5% of the non-passers also left school early due to the exam. The ADA computed will be adjusted for absenteeism, length of time before leaving, and grade in school, in the same way as for the high estimate.

The following algorithm should make this methodology explicit:

a. Low estimate of second period ADA loss in 1976-77

(1) Count as 1 if $X_1=1$ (passed exam)

(2) Multiply by .75 (i.e., 75% of passers leave early)

(3) Multiply by .8 if $X_3=1$ (absent once a week)
.9 if $X_3=2$ or 4 (absent once in 2 weeks or no response)
.95 if $X_3=3$ (absent less often)

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[1] Padia's survey found 11% of those who passed CHSPE in December, 1975, said they had gone on to get a regular diploma anyway, and another 7% said they still intended to. The 100% early-leaving rate attributed to passers in computing this high estimate of ADA loss is therefore higher than we know it to be.

(4) For December '75 and March '76 exams only:

Multiply by 0 if $X_4=4$ (senior in 1975-76)

1 if $X_4=1,2$ or 3 (9th, 10th or 11th grades in 1975-76)

.6 if $X_4=5$ in Dec. '75 (other or no response)

.8 if $X_4=5$ in Mar '75 (" " " ")

(5) For November '76 exam only:

Multiply by .79 x 3/7	a) 79% leave when results are given in January; reduces ADA by 3/7*
+ .13 x 1/7	b) 13% leave after 2 months; reduces ADA by 1/7*
+ .08 x 0	c) 8% leave after 6 months; has no effect on 1976-77 ADA.

Weighted average is .36

(For prior exams, all leavers left prior to start of 1976-77 school year)

b. High Estimate of Second Period ADA Loss

	Passers	Non-passers
(1) Count as	1.0	.20
(2) Absenteeism:		
Multiply by	.8 if $X_3=1$	same
	.9 if $X_3=2$ or 4	
	.95 if $X_3=3$	
(3) Do not count seniors:		
For December '75 and March '76 only:		
Multiply by	0 if $X_4=4$	same
	.6 if $X_4=5$ (Dec. '75)	
	.8 if $X_4=5$ (Mar. '76)	
	1. otherwise	

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*As second period ADA is counted from July 1 to April 15, those who leave in January (i.e., 3 months prior to April 15) will reduce the ADA count by about 3/7. This is because such a student will have been present for 4 out of 7 months counted toward the second period attendance.

(4) Take into account when in school year student left:

For November '76 only:

Multiply by .36 (weighted average)	.43 (everyone leaves in January, on the average)

c. Intermediate Estimate of Second Period ADA Loss

	Passers	Non-Passers
(1) Count as	.75 (75% of passers left early)	.05
(2) Absenteeism:		
Multiply by	.8 if X_3=1 .9 if X_3=2 or 4 .95 if X_3=3	same
(3) Do not count seniors: For December '75 and March '76 exams only:		
Multiply by	0 if X_4=4 .6 if X_4=5 (Dec. '75) .8 if X_4=5 (Mar. '76) 1. otherwise	same
(4) For November '76 exam only: Multiply by	.36	.43

3. Calculation of Loss in Annual ADA

As noted above, the final calculation of state aid used the annual count of ADA. To calculate the low, high, and intermediate estimates of annual ADA loss, it is only necessary to change the factor for ADA loss from the November, 1976, exam in the above formulas. This is because all students who leave school early due to the December, 1975 or March, 1976 exams are assumed to leave prior to the 1976-77 school year, and so the loss in second period ADA and annual ADA are the same for these two exams.

For the November, 1976 exam, then, we have the following factors:

Passers	Non-passers
79% leave in January; reduces ADA by 5/9	Everyone leaves in January, on the average; reduces ADA by 5/9 or .56
13% leave after 2 months; reduces ADA by 3/9	
8% leave after 6 months; has no effect on 1976-77 ADA	

Weighted average is .48

The formulas for the three estimates of loss in annual ADA due to CHSPE are, then, the same as the 3 formulas for the loss in second period ADA except for the substitution of these factors--.48 for passers and .56 for non-passers--for determining the ADA loss from the November, 1976 exam.

4. Calculation of Loss in Second Period ADA in 1975-76

Finally, it is also necessary to compute the second period loss in ADA in 1975-76 as this is needed for computing the declining enrollment adjustment in 1976-77.

Here, only the December '75 exam had an impact on 1975-76 second period ADA. Thus, these calculations use results for that exam only.

a. Low Estimate of Second Period ADA Loss in 1975-76

(1) Count as 1 if $X_1=1$

(2) Multiply by .75

(3) Absenteeism:

Multiply by .8 if $X_3=1$

.9 if $X_3=$ 2 or 4

.95 if $X_3=3$

(4) Multiply by .79 x 2/7 = .23 (i.e., 79% left 2 months before April 15 ADA count)

b. High Estimate of Second Period ADA Loss in 1975-76

		Passers	Non-passers
(1)	Count as	1.0	.20
(2)	Reduce for absenteeism as in (a3) above		same
(3)	Multiply by	.23	.29 (i.e., all non-passers left two months before April 15.)

c. Best Estimate of Second Period ADA Loss in 1975-76

		Passers	Non-passers
(1)	Count as	.75	.05
(2)	Reduce for absenteeism as in (a3) above		same
(3)	Multiply by	.23	.29

C. Simulation Model

1. Use of the model.

A school finance simulation model was used to calculate district revenues in 1976-77 under the alternative estimates of ADA loss due to CHSPE[1]. This model calculates the general purpose revenues available to a district under the state's revenue limit formulas[2].

A district's total revenue limit was calculated to be equal to (a) the base revenue limit and the voted override (if any) multiplied by the

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[1] The school finance simulation model used was a modification of the model that was obtained from the Bureau of School Apportionments, State Department of Education. That model, designed to simulate SB1641 beginning in 1976-77, was itself a modification of the school finance simulation model developed under contract by Paul M. Goldfinger and Daniel Friedman.

[2] Since we have no knowledge of how CHSPE affected State and Federal categorical aids, those other sources of district revenue were excluded from this analysis.

ADA of the district, plus (b) the declining enrollment adjustment, and (c) the adjustment for the State Teachers Retirement System. In practice, districts are additionally authorized to have a number of other revenue limit adjustments. But these other adjustments are relatively minor and mostly pertain to tuition payments or a correction to the prior year's revenue limit calculation. Since the analysis is focusing on the changes in total revenue due to CHSPE, these other adjustments would merely cancel anyway.

2. Use of actual data.

Most uses of school finance simulation models are to project future state costs and district revenues and so estimated data must be used. Because the model was used here to recreate historical events under alternative assumptions of attendance loss, it was possible to use actual data in most cases. For example, the base revenue limit per unit of ADA is already known. Also, the actual foundation program amount used to compute basic and equalization aid is also known. While the foundation program amount may have been slightly different in the absence of CHSPE, any revised estimate of that amount would require far more detailed information than is available*, and so the actual amount is really the best estimate that can be made. Naturally, the actual ADA was used in calculating the base line revenues and State aid from which changes under CHSPE could be observed.

The simulation model uses the actual values for the 1976-77 base revenue limit, and the voted override per unit of ADA but computes the declining enrollment adjustment and also the adjustment for the

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* The calculation of the foundation program in the absence of CHSPE would require, among other things, a complete knowledge of the actual ADA in each of the continuation high schools (a non-trivial task for large districts like Los Angeles) plus an estimate of the loss in ADA due to CHSPE at each of these continuation high schools.

State Teachers' Retirement System (STRS) to determine the district total revenue limit.

Once the total revenue limit of the district is determined, the model computes the amount that is supported by state aid, with the remainder being raised by local property taxes. The state aid formulas use the actual 1976-77 foundation program amounts per unit of ADA, as discussed above. A discussion of how CHSPE affected State aid and local property taxes appears below.

3. Declining Enrollment Adjustment

The declining enrollment adjustment allows a district to raise additional revenues during periods of declining attendance. In 1976-77, if the attendance declined by 1% or more from 1975-76, a district was allowed to count in its revenue limit calculation an additional number of units of attendance equal to the decline in attendance divided by 1.33[1]. For example, if ADA dropped in a district from 10,000 in 1975-76 to 9,500 in 1976-77 (5% decline), the district could count an additional 500/1.33 or 376 units of ADA. The declining enrollment adjustment would then be equal to 376 ADA multiplied by the base revenue limit per unit of ADA.

It should be emphasized that this adjustment provides relief only for the first year after a decline in attendance. This point is discussed in full in the section on policy implications below (Section F).

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[1] Note that the attendance used in the declining enrollment formula is regular day attendance only--i.e., adults, summer school ADA and attendance in Regional Occupation Centers or Programs (ROC/ROP ADA) are excluded. Also note that estimates of the low, intermediate, and high loss in ADA due to CHSPE in 1975-76 were made so that the low, high, and intermediate sets of attendance figures for 1975-76 and 1976-77 would correspond to each other in the declining enrollment calculations, as discussed above.

4. STRS Calculations

The simulation model computes both the revenue limit adjustment for the State Teachers Retirement System (STRS), and also state aid for STRS[1]. These calculations are the weakest part of the simulation model. This is because, in order to properly make these calculations, it is necessary to know the amount of certificated salaries subject to STRS in each district and how this changes (if it changes) as ADA declines due to CHSPE. The model necessarily can only make a rough approximation of certificated salaries, and the estimate used is proportional to both ADA and to the base revenue limit. Thus, each unit change in ADA results in a change in the estimate of certificated salaries. While the formula may be useful for making estimates at the statewide level, its usefulness is limited when employed in computing marginal changes as are of interest here. Fortunately, both the revenue limit adjustment for STRS and the state aid for STRS are relatively minor amounts.

The statewide total change in state aid for STRS due to CHSPE was computed to be almost exactly 5% of the change in basic and equalization aid, and the change in the revenue limit adjustment for STRS was computed to be less than 1% of the change in base revenue limit due to CHSPE. Thus, while these calculations are known to be very approximate, any errors will be a small percentage of the total impact of CHSPE on school finances.

5. Total Revenue Limit

As discussed above, a district's total revenue limit was computed to be equal to (a) its base revenue limit per unit of ADA plus the voted override per unit of ADA (if any) multiplied by the ADA of the district, plus (b) the declining enrollment adjustment, plus (c) the STRS adjustment. Clearly, a loss of one unit of ADA due to CHSPE would reduce total revenue computed in item (a) above by the unit amount of the base revenue limit and the voted override (if any). The loss of one unit of ADA would have no effect on the STRS adjustment in most districts but, instead, would decrease state aid for STRS. Some districts would, however, have a small decrease in the revenue limit adjustment for STRS due to CHSPE.

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[1] The formulas for computing State aid and the revenue limit adjustment for STRS are among the most complicated in the history of school finance and have been deliberately omitted from this report.

The declining enrollment adjustment can change in any of three ways due to the loss of ADA under CHSPE. If the district did not have a 1% loss in attendance, even under CHSPE, then the district would not qualify for the declining enrollment adjustment under CHSPE. Nor, obviously, would it have qualified for the adjustment in the absence of CHSPE when its ADA loss would be even smaller. In this case, CHSPE would have no effect on the adjustment. But if a district would have had at least a 1% loss in ADA in the absence of CHSPE, then the additional loss in ADA due to CHSPE would increase the adjustment because the district could now count the additional loss in ADA divided by 1.33 toward its revenue limit. Finally, a district can have a loss in ADA that exceeded 1% only because of CHSPE. In this case, the loss in ADA due to CHSPE would have resulted in a jump in this adjustment from zero (because, in the absence of CHSPE the decline in ADA would have been less that 1% and so the district would not have qualified for the adjustment) to its actual value. (Examples of this last situation were looked for in the post-simulation analysis described in Section D below).

We see that the declining enrollment adjustment protects only those districts that have at least a 1% decline in attendance. Districts that didn't have this large a decline even under CHSPE experienced a loss in total revenues equal to the unit amount of the base revenue limit plus the voted overrride (if any) per unit loss in ADA. Districts that met the 1% criteria in the absence of CHSPE have this loss in revenues cut by about 75% because they still lose the unit amount of the revenue limit and voted override in item (a) but get to count 1/1.33 extra units of ADA in the declining enrollment formula in item (b) (1/1.33 is approximately equal to .75). A few districts actually reached the point of 1% loss in ADA solely because of CHSPE and showed a large increase in their revenues because they now qualified for the declining enrollment adjustment, even at a time of declining attendance. Thus we see that the revenue changes due to CHSPE depend heavily on enrollment changes in the district that are mostly unrelated to CHSPE.

6. State Aid

The simulation model calculates the amount of general purpose state aid (basic and equalization aid) and state aid for the State Teachers Retirement System (STRS). By repeating the calculations of state aid under the alternate assumptions of ADA loss due to CHSPE we can determine the savings in state aid for high schools as a result of the exam.

In 1976-77, basic and equalization aid is computed at the high school level to be equal to the difference between (a) the district's total high school foundation program (equal to the foundation program amount per unit of ADA times the high school ADA) and (b) the computed yield of the $1.64 computational tax rate levied against the modified assessed value of the district. In no case is state aid less than $125 per unit of ADA, the minimum state aid or basic aid apportionment. State aid in excess of $125 per ADA is called equalization aid. (Note that for unified school districts, the calculation of state aid at the elementary level is completely separate from the calculation at the high school level and so is not affected by CHSPE).

Using this formula, it is easy to see the change in state aid due to the loss of one unit of ADA due to CHSPE. Each unit loss in ADA would decrease the district's total foundation program in (a) above by the amount of the foundation program amount per unit of ADA (equal to $1,198 in 1976-77 for regular ADA)[1]. But the loss in ADA does not in any way affect the local contribution computed in (b) above. Thus, for each unit loss in ADA, state aid--equal to the difference between the amounts computed in (a) and (b)--declines by the full amount of the high school foundation program amount and not just the average amount of state aid per unit of ADA. If, however, state aid was already set equal to the minimum aid of $125 per ADA, then the loss of 1 unit of ADA would obviously reduce state aid by only $125.

It is districts that have a large amount of property wealth (and therefore a large computed local contribution in part (b) of the state aid formula) that receive only basic aid. Thus, there is a sharp distinction between high wealth districts that receive only basic aid (basic aid districts) and lower wealth districts that receive equalization aid (equalization aid districts) in the marginal change in state aid corresponding to a unit loss in ADA due to CHSPE. High wealth districts lose only $125 per ADA in state aid; whereas, lower wealth districts lose about $1,198 in state aid.[2]

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[1] The foundation program amount is different for students in necessary small high schools like continuation high schools. To avoid confusion, the $1,198 amount will be used in the examples given.

[2] It is possible that a district which would have received equalization aid in the absence of CHSPE lost sufficient ADA due to the exam that it actually received only basic aid. However, no districts were found to be in this situation.

It should be emphasized, however, that this large difference in the marginal change in state aid has no bearing on the loss in total revenues discussed above. The total revenue limit is the maximum amount of general purpose revenues that a district can raise from basic and equalization aid and from the local property tax. Several examples will make this point clear. Suppose that a district lost one unit of ADA due to CHSPE, resulting in its total revenue limit declining by $1,500. If the district were a basic aid district, then state aid would decrease by $125, and this district would also have to cut its local tax rate so that local tax receipts would decline by $1,375. If, on the other hand, the district received equalization aid, then state aid would drop by $1,198, and the local tax rate would have to be cut to reduce local taxes by only $302. It is seen in either case that total revenue declined by $1,500 irrespective of the change in state aid.

Another example shows a more intriguing situation. Suppose that a district which lost 1 unit of ADA under CHSPE was eligible for the declining enrollment adjustment. Then, total revenues declined by $372 instead of $1,500 because, through the declining enrollment adjustment, the district is eligible to count 1/1.33 extra units of ADA. If the district receives only basic aid, local tax receipts must be cut by $247 ($372 - $125). But if the district receives equalization aid, then state aid decreases by $1,198 at a time when total revenues decrease by only $372, meaning that local tax receipts would be increased by $826! This district will have an increased tax rate, due to CHSPE, at a time of attendance loss, and this is because the declining enrollment adjustment is totally locally funded.

7. Timing of Revenue Changes

In reality, most of the revenue changes that resulted from loss in ADA in 1976-77 due to CHSPE would not be felt by school districts until the 1977-78 school year. For example, a district's revenue limit for the 1976-77 school year was initially based upon an estimate of ADA that was made in August of 1976. Any correction to the revenue limit reflecting the actual loss in ADA due to CHSPE would not be made until the 1977-78 school year. Similarly, as described below, some of the changes in state aid are not experienced until the year after the attendance loss. However, for the purposes of this analysis, all revenue changes related to the loss of ADA in 1976-77 were assumed to accrue in 1976-77.

If a district receives only basic aid of $125 per unit of ADA then the apportionment is based upon the prior year's ADA. Thus, the loss in ADA in 1976-77 due to CHSPE in basic aid districts would actually not affect state aid until 1977-78, at which time the loss would be $125 per unit of ADA.

Equalization aid districts receive state aid during 1976-77 based upon the second period count of ADA, which is the attendance count from July 1, 1976 to April 15, 1977. State aid is ultimately recalculated based upon annual ADA counted from July 1, 1976 to June 30, 1977. Any needed correction in state aid from what was apportioned based upon the second period count is made when the state pays the first period apportionment for 1977-1978 in December of 1977. For example, if a student left in January because of CHSPE, the second period report of ADA would count that student as present for 4 out of the 7 months between September and April (i.e., 4/7 or .5714 ADA), but the annual ADA tally would count that student as being present for only 4 out of the 9 school months (i.e., 4/9 or .4444 ADA). This additional loss in ADA would be reflected in the recalculated state aid.

State aid was computed in the simulation model using both the second period and annual ADA count. The second principal apportionment of state aid corresponding to the second period ADA count determines the state's share of the total revenue limit, with the balance being raised by local property taxes. The final calculation of state aid corresponding to annual ADA provides us, then, with the desired figure of total savings of state aid due to CHSPE.

It should be pointed out that districts cannot adjust their revenue limits for any loss in state aid between the second principal apportionment and the final calculation of state aid. For example, suppose that, due to CHSPE, a district's total revenue limit in 1976-77 declined by $10,000 of which $3,000 represents the decline in state aid under the second principal apportionment, and $7,000 is the loss in local tax revenue. Now, suppose that when state aid is recalculated using the annual ADA count, the decline in state aid due to CHSPE grows to $4,000. Then the district's total loss due to CHSPE is $10,000 under the revenue limit formula ($3,000 in state aid and $7,000 in local tax revenue) plus another $1,000 as a result of the final adjustment of state aid, for a total of an $11,000 loss in revenue. Therefore, any correction to state aid based upon the final calculation must be added to the district's change in total revenue limit to determine the full impact of CHSPE on district revenues.

8. Statewide Totals

Table I shows the statewide change in district revenues due to CHSPE in 1976-77. The estimates of ADA loss due to CHSPE shown in Column 1 range from .21% to .36% of the statewide total high school ADA in 1976-77. Under the revenue limit formula, districts lost between $4 million and $7 million from the base revenue limit and voted override

TABLE I

Statewide Total Change in District Revenues Due to CHSPE in 1976-77

Estimate of ADA Loss Due to CHSPE (Second Period Count)	Change in Base Revenue Limit and Voted Override Due to CHSPE (1)	Change in Declining Enrollment Adjustment Due to CHSPE (2)	Change in Revenue Limit Adjustment for STRS Due to CHSPE (3)	Correction to State Apportionment from Second Period Annual ADA Count 1/ (4)	Net Change in District Revenues Due to CHSPE (5)=(1)+(2)+(3)+(4)
3039 (low estimate)	-4,055,684	+2,309,077	-15,653	-224,370	-1,986,630
5226 (high estimate)	-6,952,834	+3,353,351	-26,824	-348,101	-3,974,411
3318 (intermediate estimate)	-4,424,784	+2,424,294	-17,081	-256,887	-2,274,458

1/ See text for a further discussion of this correction.

portion of the formula compared with total revenue limits in high school and unified school districts of over $4 billion. But the declining enrollment adjustment allowed districts to recover a substantial portion of that loss. In the intermediate estimate of CHSPE ADA loss, the declining enrollment adjustment allowed districts to recover over half of the lost revenues from the base revenue limit and voted override calculations.

When the small change in the STRS adjustment and the final determination of state aid are included, we see that districts lost only about $2.27 million in revenues due to CHSPE as the intermediate estimate. The range of estimates of total revenue loss is from, roughly, $2 - $4 million, or only about .045% - .09% of the revenue limits of high school and unified school districts.

Table II shows the savings in state aid for high schools due to CHSPE[1]. In basic and equalization aid, the state saved between $2.5 million and $4.25 million, with $2.73 million being the intermediate estimate. The state is also shown to have saved something in the neighborhood of $150,000 to $200,000 in state aid to the State Teachers' Retirement System, but, as noted above, this is a very rough estimate. Total state savings is $2.88 million as a best estimate.

Two things are interesting to note from these tables. One is that districts had their total revenue limits decline by about $2.27 million (Table I) but lost about $2.88 million in state aid (Table II). This means that, as a whole, districts have increasing tax rates due to CHSPE to make up the difference between loss in state aid and loss in total

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[1] Part B of this Task II Report estimates the increased state aid payments made to community college districts that resulted from students entering community college early due to CHSPE.

TABLE II

Statewide Total Change in State Aid Due to CHSPE in 1976-77

Estimate of ADA Loss Due to CHSPE (Annual Count)	Change in Basic and Equalization Aid Due to CHSPE	Change in State Aid for STRS Due to CHSPE	Total Change in State Aid Due to CHSPE
3350 (low estimate)	-2,487,656	-145,060	-2,632,716
5706 (high estimate)	-4,254,698	-195,444	-4,450,142
3663 (intermediate estimate)	-2,730,098	-151,893	-2,881,991

revenue. This situation corresponds to many districts being eligible for the declining enrollment adjustment which, as shown in the example presented above, results in increased tax rates.

Another observation that is somewhat hidden in Table II is that a large number of CHSPE leavers come from basic aid school districts. It was mentioned above that state aid would decrease by the full foundation program amount for each unit loss of ADA in an equalization aid district ($1,198 per regular ADA in 1976-77), but state aid would decrease by only $125 per unit of ADA in basic aid districts. From Table II, we see that for each unit of ADA loss due to CHSPE, the state saved about $745. In order to get a weighted average state aid savings that low, a large number of CHSPE leavers must have come from districts that receive only basic aid at the high school level (i.e., high wealth districts). Indeed, an analysis of the data showed that over 40% of the CHSPE leavers are from such districts, compared to about 28% of all high school students in the state attending districts that receive only basic aid at the high school level.

9. Districts Not Taxing at Maximum

In 1976-77, 74 out of 371 high school and unified school districts were not taxing at their maximum permissible tax rate. These districts then had some flexibility insofar as being able to have higher revenues to offset the revenue loss due to CHSPE. However, it is also true that some of these districts chose low tax rates due to taxpayer pressure and would not have increased their tax rates to offset loss in revenues due to CHSPE.

Because we could not, with any certainty, assume that the low taxing districts would increase their tax rates to offset any revenue loss due to CHSPE, we did not include the data on which districts were taxing below their maximum rate in this financial analysis. It seems clear, though, that the total loss in revenues shown in Table I would be ameliorated to some extent by such districts increasing their tax rates.

D. Analysis of Simulation Output

Besides printing out the relevant state totals, the simulation model creates a file of the results for each district. In the final stage of the analysis of the fiscal impact of CHSPE in 1976-77, this district output file was examined to calculate the following results:

1. Change in total revenue per unit loss (total and per ADA) due to CHSPE.
2. Change in state aid per unit loss (total and per ADA) due to CHSPE.
3. Change in declining enrollment adjustment.
4. Change in tax rate.

The results of this part of the analysis have been made into a new data file. The calculations corresponding to the intermediate estimate of ADA loss due to CHSPE have been added to the SPSS file for use in the regression analysis for Task I.

In addition, the output was examined to show that, using the intermediate estimate of ADA loss:

1. Four districts were able to qualify for the declining enrollment adjustment solely because of CHSPE, resulting in an increase in total revenues for these districts in a time of decreasing attendance.
2. 131 (out of the 371) high school and unified districts had their tax rates increased due to CHSPE. This result is due to the situation where the loss in state aid is greater than the loss in total revenues (as a result of the declining enrollment adjustment), and the local tax rate increases

to make up the difference. The magnitude of these tax rate increases were quite small, ranging from $.0001 per $100 of assessed value to about $.06 with only 17 districts showing increases of over $.01.

3. No districts crossed the line from receiving equalization aid to receiving only basic aid due to CHSPE.

E. Recent Changes

1. Changes in School Finance Laws

Since 1976-77 a number of changes have been made to the California school finance system. In each year the foundation program amounts have been increased -- by $120 in 1977-78 and by $109 in 1978-79. The only other change in 1977-78 was to restrict the revenue limit growth permitted high revenue districts.

In 1978-79, the revenue limit admustment for declining enrollment was made more liberal so that districts can now count 75% of the current year's loss in ADA (if the current year loss in ADA exceeds 1%) plus 50% of the prior year's loss in ADA (if the prior year loss in ADA exceeds 1%) towards the district's declining enrollment adjustment. This revision clearly serves to further ameliorate the impact of CHSPE on districts that qualify for this adjustment.

A major change in school finance resulted from passage of Proposition 13 in June, 1978. In 1978-79 school districts will receive only 85% - 91% of the revenues that they would have received in the absence of Proposition 13. Under these new formulas, a district computes its revenue limit as it would have if Proposition 13 had not passed. This computed amount of revenue is then reduced by formula by 9% to 15%, with the greatest reduction occurring in the higher revenue districts. As the district's share of the

1% maximum local property tax invariably fails to fund this reduced revenue limit, state aid makes up the difference. The result of this formula is that the loss of a marginal unit of ADA due to CHSPE results in a loss (or gain) in revenue that is all state aid, and there is no impact on the local property tax.

2. Test Takers

Table III shows the number of test takers and passers for each of the first 8 administrations of CHSPE. The number of takers and passers on each test date has declined in recent years from the first two test dates. While there are now three administrations of the exam in each school year, the number of takers and passers is almost exactly the same for the three dates in 1976-77 and in 1977-78 as for the first two exam dates in 1975-76.

Based on this data it seems reasonable to conclude that the impact of CHSPE on California school districts will not be significant in 1977-78 or 1978-79.

F. Policy Conclusions

Under California's school finance system that links district revenues so closely with attendance counts, any proposal that would result in the loss of attendance may not be seen in a favorable light. Indeed, it seems unquestionable (though difficult to prove) that some districts initially restricted information about CHSPE because of the feared financial consequences of the exam.

The very small number of CHSPE takers and the even smaller numbers of CHSPE passers and early leavers probably resulted in a sigh of relief in many school districts. But, at a time of declining enrollments, even a small amount of additional loss in attendance can exacerbate the financial problems.

TABLE III

Number of CHSPE Takers and Passers for Each Test Date

Exam	Takers	Passers* (%)
December 1975	12,151	5,431 (44.7%)
March 1976	18,465	5,983 (32.4%)
November 1976	10,499	3,843 (36.6%)
March 1977	9,956	4,201 (42.2%)
June 1977	9,715	3,653 (37.6%)
November 1977	8,372	3,466 (41.4%)
March 1978	9,445	4,109 (43.5%)
June 1978	10,128	3,990 (39.4%)

*The number of passers shown was computed by working backwards from the percentage passing which was supplied by the State Department of Education. Therefore, the number of passers shown may differ slightly from the actual number of passers.

We have seen that the declining enrollment adjustment to the revenue limit definitely ameliorated the financial burden caused by CHSPE and resulted in districts, as a total, losing less than half the revenues that they would otherwise have lost. So this adjustment does serve to provide financial relief to districts that are experiencing declining attendance. However, this relief is only very temporary, as the following example will show.

In an above example it was shown that if attendance dropped from 10,000 units of ADA in 1975-76 to 9,500 in 1976-77, the district would be allowed to count an additional 376 units of ADA in 1976-77 under the declining enrollment adjustment. Now suppose that in 1977-78 the actual attendance was again 9,500 ADA. Since this represents no change from the previous year, the district is not eligible for the declining enrollment adjustment even though its attendance fell by 5% over this 2-year period. While the declining enrollment adjustment has been recently amended, as discussed above, to allow districts to count extra units of ADA in both the first and second years after a loss in attendance of over 1%, this relief is also only temporary. Thus, a district that had a continuing loss in ADA each year of, say, one-half of 1% due to CHSPE would be eligible for an increase in the declining enrollment adjustment only in the first year (or now in the first two years). It would not receive continuing relief.

The financial problems of districts facing declining enrollments have already been documented.[1] The temporary nature of the relief provided by the declining enrollment adjustment can be misinterpreted as being a solution to the problem of attendance loss in California. A longer term solution is needed to reflect the higher per-pupil costs of districts that have been experiencing many years of attendance decline.

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[1] See, for example, "The Fiscal Impacts of Declining Enrollments," Education Finance Center, Education Commission of the States, Denver, 1976.

PART II

THE FINANCIAL IMPACT OF CHSPE ON ATTENDANCE AND STATE AID IN COMMUNITY COLLEGE DISTRICTS IN 1977-78

ABSTRACT

The California High School Proficiency Examination (CHSPE) allows passing students to leave high school without fulfilling all the course requirements for a local diploma. Instead of receiving a diploma from the local school district, such students are awarded a Certificate of Proficiency by the state. Holders of Certificates of Proficiency are exempt from further compulsory schooling. They are also entitled by law to enter a California Community College. The purpose of this study is to estimate the number of students who did enter community college early as the result of CHSPE, and the corresponding increase in state aid to community colleges.

Estimating the impact of CHSPE on community colleges requires three steps: (1) estimating the number of students who left high school early due to CHSPE and entered community college; (2) estimating the number of units of attendance (ADA) generated by these students, since the financial impact is based upon the ADA count; and (3) using the school finance laws to translate this ADA count into the resulting impact on state aid.

This analysis will necessarily be approximate, because of the lack of statewide data on the entrance rates or attrition rates in community colleges of students who hold Certificates of Proficiency. It was therefore necessary to extrapolate from the limited data that is available. At each stage, a high estimate was made so that the final results can be viewed as an upper bound.

The last section of this report discusses why CHSPE results in an increase in ADA at community colleges that is transitory for the most part, but, at the same time, results in an increase in state aid for community colleges that may be permanent.

A. CHSPE and Community College Funding

This section examines the funding of community colleges from the perspective of the impact of CHSPE early-leavers on the colleges. Discussed here is the funding of community colleges through both state aid and local tax receipts. Also, there is a short commentary on expenditures. This section is based upon the formulas detailed in the "SB1641 Worksheet for Calculating State Aid" issued by the Chancellor's Office of the California Community Colleges.

1. State Aid

The state aid formulas for community colleges are quite complicated. This section will first present the complete formulas and then simplify the analysis by focusing on that part of the formulas that relate only to the marginal impact of each additional student.

There are separate state aid formulas for large districts (having over 3,000 ADA) and small districts. Also, the aid formulas differ for districts experiencing increasing and declining attendance. Thus, there are four different formulas for computing state aid for community colleges.

The state aid formulas include several factors that are used to take into account the different needs of the districts. These are:

1. Equalization factor - to give more state aid to low wealth districts. The equalization factor is defined as the ratio of (a) statewide total modified assessed value per unit of community college ADA in the current year to (b) the district modified assessed value per unit of ADA in the current year. This factor cannot exceed 2.0.

2. Demographic factor - to provide more state aid to districts that serve a low proportion of their population. This factor is determined as follows:
   a. Compute the statewide ratio of total ADA to population (excluding population in state and federal prisons, all persons residing in student housing at four-year educational institutions with 3,000 or more students, and all persons residing in military barracks).
   b. Compute the same ratio using district data.
   c. Divide (a) by (b) to determine the "C" value for a district (cannot exceed 1.5).
   d. The demographic factor is 1.0 for all districts with a "C" value less than the statewide median (.95 in 1976-77). That is, districts that serve greater than the median proportion of their population are not penalized. Districts with higher "C" values have a demographic factor equal to 1.0 plus their "C" value times a scale factor "K". This scale factor "K" is designed to limit state apportionments under the demographic factor to $4 million annually. In 1976-77, the "K" scale factor is .01866276, resulting in demographic factors ranging from 1.0 for districts with "C" values less than .95 to about 1.028 for districts with "C" values in excess of 1.5.
3. Small school factor - designed to apportion more aid to districts with under 3,000 ADA. The factor is equal to: 1.0/[0.47615 + (0.0001746 x prior year resident ADA)].

This factor is greater than 1.0 for all districts having under 3,000 ADA, with the largest small district factor being about 1.87 in 1976-77.

In each case, the exact formula state aid will be presented first, and then this will be simplified to show only the marginal impact of each additional unit of ADA.

1. Large district (over 3,000 ADA) with increasing attendance.
    - 1A. State aid for prior year level of attendance is computed as follows:
        - a. Determine the prior year's principal apportionment (i.e., state aid) for resident ADA;[1]
        - b. Multiply (a) by .06 and by the district's equalization factor;
        - c. Add (a) and (b) and multiply the sum by the district's demographic factor.
    - 1B. Additional apportionment for growth in ADA.

      For growth in ADA, a district receives extra state aid equal to:
        - a. The prior year's state average rate of aid per unit of ADA ($543 in 1976-77) multiplied by 1.06 (i.e., 6% inflation) and by the district's equalization factor and the district's demographic factor (not less than $125 per unit of ADA) multiplied by
        - b. the growth in ADA.

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[1] Nonresident ADA get only $125 per ADA in state aid, and will be excluded from this analysis.

1C. Marginal state aid for 1 additional unit of ADA.

An increase of one unit of ADA will slightly increase the district's equalization factor and also may slightly decrease the district's demographic factor. (Note that, if the district's "C" value was less than .95 or greater than 1.5, one additional unit of ADA will not change the demographic value.) That is, this change in current year ADA not only affects the apportionment for growth in ADA but also affects the apportionment for the prior year's level of attendance.

However, in looking at the formula for the prior year's level of attendance, the equalization factor applies only to the 6% inflation adjustment. Also, it should be kept in mind that in computing the demographic factor, the "C" value which directly relates to ADA is scaled by the "K" factor of .01866276 in 1976-77. So, while a change of one unit of ADA affects one and possibly both of these factors, the impact on the computation of the amount of state aid for the prior year's level of attendance is really minimal (less than .01%) and will be ignored.

Then, as an approximation, the marginal state aid for one extra unit of ADA becomes (a) the prior year's state average rate of aid per unit of ADA multiplied by (b) the factor 1.06 multiplied by the district's equalization factor and by the district's demographic factor.

2. Large district (over 3,000 ADA) with decreasing attendance.

2A. State aid for prior year's level of attendance.

The apportionment for the prior year's level of attendance is the same as for a district with increasing ADA:

   a. determine the prior year's principal apportionment for resident ADA;
   b. multiply (a) by .06 and by the district's equalization factor;
   c. add (a) and (b) and multiply by the district's demographic factor.

2B. Reduction in aid for decline in attendance.

The reduction in state aid for decline in ADA is computed as follows:

   a. Determine the prior year's district amount of state aid per unit of ADA;
   b. Multiply (a) by .06 and the district's equalization factor;
   c. Add (a) and (b) and multiply by the district's demographic factor;
   d. Multiply (c) by the decline in ADA.

2C. Marginal state aid for 1 additional unit of ADA.

In examining the state aid formula, we see that the interaction of the marginal unit of ADA on the amount of state aid corresponding to the prior year's level of ADA is the same as for a district of increasing ADA and, therefore, will be ignored.

Then, as an approximation, state aid will increase by the unit amount computed in 2B., above, for each additional unit of ADA (until the district has increasing attendance).

In summary, then, for a large district with increasing attendance, the change in state aid for 1 extra unit of ADA is approximately equal to the prior year's state average rate of aid per unit of ADA adjusted for inflation, equalization factor, and demographic factor. But, for a large district with declining attendance, the change in state aid is approximately equal to the prior year's district amount of aid per unit of ADA adjusted for inflation, and demographic factor, but not for the equalization factor.

3. Small District (under 3,000 ADA).

3A. State aid for prior year level of attendance is equal to:

(i) (a) the small district multiplier multiplied by

(b) the prior year state average rate of aid per ADA, multiplied by

(c) the inflation factor 1.06, multiplied by

(d) the equalization factor, and by

(e) the demographic factor (but not less than $125 per unit of ADA), multiplied by

(ii) the prior year level of ADA.

However, if the amount computed for the prior year level of attendance, using the formula in 1A abovefor large districts is greater than the amount computed here, then the amount computed in 1A above is used.

3B. State aid for growth in ADA.

For growth in ADA a district receives extra state aid equal to item 3A. (i), computed above, multiplied by the growth in ADA.

3C. Marginal state aid for 1 additional unit of ADA.

In the formula in 3A. above, for state aid for the prior level of attendance, the equalization factor is applied towards the entire prior year's apportionment, not just the 6% inflation adjustment. The equalization factor, which was defined above, is proportional to the district's current year ADA and inversely proportional to the statewide total current year ADA. An increase in 1 unit of ADA clearly has little effect on the statewide total ADA (1 ADA compared with over 700,000 ADA statewide). So, for these small districts, we can say that the equalization factor is roughly proportional to the current year ADA, and, therefore, we cannot ignore the interaction of the increase in one unit of ADA on the state apportionment for the prior year's level of attendance.

The small district multiplier is used in that same formula. But that multiplier is computed based upon the prior year's attendance. So any change in the small district multiplier due to increased current year attendance will not appear until the subsequent year. So, for our purposes, this interaction will be ignored. But when cumulative changes over time are being analyzed it will be necessary to take that into account. The marginal impact of one additional unit of ADA would be (a) to increase the apportionment corresponding to the prior year's level of attendance by the ratio of $(n+1)/n$ where n is the current year level of attendance without the marginal unit of ADA, times (b) the unit amount computed in item 3A. (i) above. Note that, if the amount computed under the large district formula 1A. is used in lieu of the amount computed in 3A., then the addition of the marginal unit of ADA would have negligible impact on the apportionment corresponding to the prior year's level of attendance.

4. Small districts with declining attendance.

4A. State aid for prior year's level of attendance.

This amount is equal to the unit amount computed in item (3A) (i) above multiplied by the prior year's level of attendance.

4B. Decrease in state aid for decline in attendance.

This amount is equal to the unit amount computed in item (3A) (i) above multiplied by the decline in attendance.

However, if the amount computed using formulas (B1) and (B2) for large districts experiencing decline in attandance results in a higher amount, then that higher amount shall be apportioned.

4C. Marginal impact of 1 additional unit of attendance.

Because the formulas here correspond to either the situation of a small district with increasing attendance or a large district with declining attendance, then the marginal impact will be the same as for the type of formula actually used.

5. Summary of marginal impact of state aid.

As we have seen, the formulas for computing state apportionments for community colleges--even simplified by focusing on the marginal impact of one additional unit of ADA--are still very complicated and depend upon the type and circumstances of the districts involved. In order to accurately calculate the actual impact of CHSPE on each of the community colleges we would need to collect the following data by community college:

1. How many students entered the community college early solely because of CHSPE?
2. How many terms did they enter early?
3. How many hours of classes have they taken in the time equal to the number of terms that they entered early? (Note that one unit of ADA in a community college is equal to 525 classroom hours.)

It may be possible in some cases to obtain the number of CHSPE passers who entered a community college without a high school diploma. But we have no way of determining how many terms later they would have entered in the absence of CHSPE or of how many hours of classes they took and, thus, cannot relate the number of early entrants in community colleges to an ADA figure.

But, while it does not seem possible to calculate the impact of CHSPE on individual community colleges, it still seems reasonable to get some estimate of the statewide effect. Using statewide total data, we will be able to make some estimate of the number of CHSPE passers who have entered community college. Using this figure, we can obtain a range of ADA as the influence of CHSPE on community colleges.

In reviewing the state aid formulas presented above, we see several simplifications that can be made in performing a statewide calculation. On a statewide average, the effect of the additional ADA on the equalization factors will cancel out, assuming that CHSPE entrants are randomly distributed among low and high wealth districts. Similarly, since the demographic factor is adjusted to apportion a fixed amount of $4 million in state aid, the additional ADA will have no effect at all on this factor.

Also, we observed that the marginal state aid for large districts with declining attendance is based upon the prior year's district average rate of aid rather than the state average rate. But, in summarizing over all districts, this difference will average out, assuming that districts with declining attendance have the same average state aid rate as all districts. Finally, because of the low ADA in small districts, we can ignore the interaction between marginal ADA and the apportionment for the prior year's level of attendance.

Thus, in summary, we can say that the average marginal impact of each additional community college unit of ADA due to CHSPE is approximately equal to the prior year's average state aid rate increased by 6% for inflation. Any bias due to the randomness assumptions made above will probably affect the final results by less than 10% (as a guess).

2. Local Revenue

Local revenues for community colleges come from property taxes, and each district is limited in its taxing ability by a maximum general tax rate. This maximum tax rate can be increased by voter approval. Also, the maximum general purpose tax rate may be increased without voter approval so that the property tax revenues generated will increase at no less than the increase in inflation (as measured by the index of "Government Purchase of Goods and Services, State and Local") plus the percentage change in the adult population in the district. That is, under this formula, if assessed value increases faster than inflation plus population change, then maximum revenues generated using the prior year's tax rate will grow as authorized without any increase in the maximum general purpose tax rate. But if assessed value grows more slowly, the tax rate is automatically adjusted upwards.

In 1976-77, of the 70 community college districts, 44 levied tax rates less than the maximum permitted. Clearly, these districts could accommodate more students and be financially able to adjust local revenues accordingly. In 1977-78, however, only 29 districts taxed at less than their maximum rate.

3. Some Comments on Expenditures

It is unfortunately the case that increases in expenditures cannot be directly linked to the marginal increase in ADA due to CHSPE. But some comments along these lines are in order.

Community colleges, like other school districts, can probably accommodate small increases in attendance with very little marginal increase in expenditures. It is only when additional classes need to be scheduled or when facilities must be expanded to relieve overcrowding that marginal expenditures are significant. If small numbers of additional students can be incorporated into the existing program without such changes, the marginal costs would be basically for paperwork only.

In 1976-77, statewide attendance at community colleges was 721,884 ADA--including CHSPE early entrants--a sharp drop from the 768,902 ADA of the previous year. Only 7 of the 70 community colleges experienced increasing attendance in 1976-77, and 4 of those 7 were still taxing at less than their maximum tax rate in 1976-77.

Thus, with the possible exception of the 7 districts that had increasing attendance in 1976-77, it would seem that rather than creating financial problems for community college districts, CHSPE may be alleviating the problems associated with declining attendance.

B. The Financial Impact of CHSPE on Community Colleges

1. Early Entrants into Community College

This section shows the process for estimating the number of students who entered community college early as the result of CHSPE. Students who are 18 years of age or older can automatically enter community college without any kind of high school diploma or certificate. Therefore, it can be said that community college entrants who are 18 or older were not affected by CHSPE except for the rare high school student who would have stayed in high school beyond the age of 18 in order to receive a regular diploma had CHSPE not been available. This study will look mainly at community college students who were less than 18 years old when they entered, making allowance for the possibility that a few 18 year olds entered community college early because of CHSPE.

Data on the high school certification of first-time entering freshmen for the Fall of 1977 for 87 of the 105 community colleges were made available by the Chancellor's Office of the California Community Colleges.[1] These are the most comprehensive data available. They cover 194,000, or 79%, of the 246,000 first-time freshmen who entered community college in the Fall of 1977. The data include 12,790 first-time entering freshmen in the Fall of 1977 who were less than 18 years old, but type of secondary school certification was reported for only 6,533 of these. Of the 6,533, only 202 held certificates of proficiency. Assuming the same proportion of proficiency-certificate holders among students for whom the type of certification was not reported, we compute that there were 395 CHSPE entrants under age 18 in the Fall of 1977 among these 87 colleges

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[1] This computer report was prepared by Mr. Buster Sano, Systems Analyst, Analytical Studies, California Community Colleges.

(395 = 202 x 12,790/6533). Extrapolating in the same way to include the 21% of the first time freshmen not included in this report, we have the estimate that there were about 500 CHSPE entrants under the age of 18 in the Fall of 1977 (500 = 395 x (1/.79)). Finally, adding in a handful of 18 year old CHSPE students, we have the desired estimate that CHSPE resulted in about 510 additional students entering community college in the Fall of 1977.

2. Converting Enrollment to ADA

The next step is to use the estimate of Fall, 1977 first-time freshmen enrollment attributable to CHSPE to estimate the additional number of units of ADA due to CHSPE in the 1977-78 school year.

So far we have estimated that CHSPE is responsible for 510 additional students entering community college in the Fall of 1977. Of these students it seems likely that some of them, in the absence of CHSPE, would have been high school seniors who would have graduated from high school in January, 1978 and would have entered community college in the Spring of 1978. For such students CHSPE is responsible for their entering community college only one term early, and this fact should be included in this calculation.

However, we do not have any data on how many CHSPE entrants were high school seniors when they left high school. But we do know that we have already eliminated many of these students from the analysis because we have excluded most students who were 18 years of age or older. Also, fewer than 15 percent of students who passed CHSPE in March or June, 1977 (i.e., those most likely to be first-time freshmen in the Fall of 1977) were high school seniors at the time they took CHSPE. Thus, it appears that we err on the side of slightly overestimating the impact of

CHSPE on community college ADA if we count all high school seniors as having entered community college one year early instead of counting some seniors as having entered only one term early.

The average community college entrant in the Fall of 1977 generated almost exactly 2/3 of one unit of ADA in the 1977-78 school year.[1] Before using this conversion factor, however, we must ask the question: Are CHSPE entrants similar to "average" students in community college?

The only data available to answer this question comes from a case study done at Foothill Community College by Margaret Shoenhair for a seminar at the University of California, Berkeley.[2] As an administrator at Foothill Community College, she had access to records not normally made available to outside researchers. She reports that 28 CHSPE students were admitted to Foothill Community College during 1976-77, but only 19 actually attended the college. Of these 19, six failed to complete even one course, six completed only one course, and only two completed four or more courses. It is, of course, impossible to generalize from such a small sample of students, but this report does suggest that using the conversion factor of 2/3 unit of ADA per student may be a very high factor for CHSPE students. We will, nevertheless, use the 2/3 factor, but note that the result will most likely give a high esimate of the impact of CHSPE.

Using the factor that each Fall, 1977, first-time freshman generated 2/3 of a unit of ADA, we compute that the 510 Fall, 1977, CHSPE entrants resulted in 340 units of ADA in 1977-78.

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[1] Data supplied by Ms. Wendy Payton, Data Technician, Analytical Studies, California Community Colleges, show that 200,542 first-time freshmen who entered in the Fall of 1977 generated 133,821 units of ADA in 1977-78, for a conversion factor of .667.

[2] Shoenhair, Margaret. "Foothill College CHSPE Entrants: An Initial Exploration." November 29, 1977.

The first-time freshman enrollment for Spring of 1978 is not reported in detail. However, it is "of the same order of magnitude" but usually less than the Fall, 1977, enrollment.[1] We can, therefore, again make a high estimate by saying that CHSPE was responsible for another 510 students entering in the Spring of 1978. Using the same factor to convert enrollment to ADA, but counting these students as present for only one term, in 1977-78, we estimate another 170 units of ADA due to CHSPE.

The final component of ADA in 1977-78 that we must consider is from CHSPE students who entered community college prior to 1977-78 and who are still attending in 1977-78. There are several points to take into account. First, noted above, the impact of CHSPE really depends upon how many terms early a student entered community college. Many students who started community college in 1976-77 would have been in college by Fall of 1977 or Spring of 1978 in the absence of CHSPE, so the 1977-78 ADA counts for such students would not have been influenced by CHSPE. Second, the dropout rate in community college is enormous. Margaret Shoenhair's case study showed that out of 19 students, at most only two could have finished a degree in the normal two years. A more general survey made in the early 1970's showed that only about 18% of the first time freshmen graduate in the regular two years of study.[2] Over 30% of the students were found to take only one term or were "in and out" students.

Based on these two observations, it is safe to say that the number of extra ADA attributable to CHSPE in 1977-78 from students who entered in prior years is considerably less than the ADA computed for students entering during 1977-78. In the absence of any firm data, and still in keeping with the idea of estimating high, we will assume that the impact of CHSPE for students who entered prior to 1977-78 will add another 50% to our ADA count. Our resulting estimate is that CHSPE is responsible for about 765 additional units of ADA in 1977-78 (765 ADA = 340 ADA from Fall, 1977 entrants, 170 from Spring, 1978 entrants, and another 255 (50%) from earlier entrants). This figure is of the order of 0.001 of the total ADA in community colleges in 1977-78, which was over 700,000.

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[1] Source: Ms. Wendy Payton.

[2] Through the Open Door: A Study of Patterns of Enrollment and Performance in California's Community Colleges, Final Report. Sacramento: California Postsecondary Education Commission, February, 1976, pp. 24-25.

3. Increase in State Aid Due to CHSPE

The final task in analyzing the financial impact of CHSPE on community colleges is to estimate the increase in state aid. In Section A of Part II of this Report it was shown that when looking at the small increases in ADA due to CHSPE the increase in state aid per unit of ADA is approximately equal to the prior year's average amount of state aid increased by 6 percent. In 1976-77, the average amount of state aid was $589, which, when increased by 6 percent equals $624. Our estimate of increase in state aid for community colleges due to CHSPE in 1977-78 is, therefore, $624/ADA x 755 ADA, or $471,120. The figure of the impact due to CHSPE is roughly 0.001 of the total state general apportionment (i.e., excluding categorical aid) to community colleges in 1977-78 of $457 million.

C. Net State Savings Due to CHSPE

In Part I of this Task II Report, it was estimated that the state saved about $2.9 million in state aid payments to high schools in 1976-77 as the result of CHSPE. Since the number of CHSPE takers and passers has been quite constant, one can assume that in 1977-78, CHSPE resulted in a reduction in state aid for high schools of about 10 percent more than in 1976-77 (to reflect inflation), or about $3.2 million.

In summary, then, CHSPE saved the state about $3.2 million at the high school level but resulted in increased state aid payments of at most $.5 million at the community college level, for a net savings of roughly $2.7 million in 1977-78.

It should be pointed out that some students who passed CHSPE entered the California State University system or the University of California earlier than they would have in the absence of CHSPE. However, these institutions are funded by fixed dollar appropriations that are not related to the exact number of students in attendance. That is, while even one extra student at a community college in 1977-78 would have resulted in a measurable increase in state aid, an extra student at either of the California University systems would have had no impact on state aid. Therefore, this analysis has estimated the total impact of CHSPE on California state aid for higher education.

D. The Present and the Future

There is a considerable difference on the type of influence that CHSPE has on high schools as compared with community colleges. CHSPE results in high school students shortening their education, causing a corresponding reduction in school district revenues. But at the community college level we assume that for most students CHSPE merely causes a shift in the period of a student's community college education, resulting in higher state aid at one time and correspondingly lower state aid later on.

For example, suppose that a student would have attended community college for only one year, 1978-79, in the absence of CHSPE, but left school one year early and took his year of community college in 1977-78. In this case, we would see CHSPE responsible for an increase in ADA in 1977-78 and a corresponding decrease in ADA in 1978-79.

However, if CHSPE is the motivating factor behind a student's higher education career, then CHSPE will result in more than merely a shift in the timing of that student's education. An example of this situation would be if the above student felt that since he left high school a year early, he had another year available to spend on his education and actually attended college for two years. We have no data on how many students attended community college who would have not done so in the absence of CHSPE. But it seems safe to assume that, for most students, CHSPE merely resulted in a shift in the timing of their community college careers.

Since the annual number of CHSPE passers has been fairly constant over time, it is reasonable to assume that the number of CHSPE entrants into community college has been fairly constant as well. Using this assumption, we then have the interesting conclusion that CHSPE resulted in higher ADA levels in community college only in 1976-77 and 1977-78, the first two years after the beginning of the CHSPE program, but that CHSPE has very little impact on the ADA levels for 1978-79 and thereafter. The reason for this conclusion is that while CHSPE is responsible for a number of students being in community college in 1978-79 who would not otherwise be there, a number of students who would otherwise have been in community college in 1978-79 have already completed their community college careers thanks to CHSPE. Because community college provides two year programs, and with the assumption of a constant number of CHSPE entrants to community college, this situation of roughly dynamic equilibrium would be reached in about two years following the first CHSPE admissions to community college.

Normally, we would conclude that since CHSPE has very little impact on ADA counts in 1978-79, then it would also have little impact on state aid in 1978-79, but such is not the case. The financing of community colleges was completely revised for 1978-79 as a result of the passage of Proposition 13. The formula for 1978-79 guarantees that each community college district will receive in 1978-79 an amount of revenue from state aid and local property taxes equal to their corresponding 1977-78 revenue decreased by about 8%. As this formula does not consider ADA at all, the higher 1977-78 revenues resulting from CHSPE get carried forward into 1978-79.

It is also interesting to speculate about the financing formulas that will be used in future years. If the formula used for 1979-80 simply builds upon total 1978-79 revenue, and ignores ADA, then clearly the 1977-78 increase in state aid due to CHSPE will again be carried forward. Even if the future formula is built upon 1978-79 revenue per unit of ADA (as is likely) rather than returning to 1977-78 revenue per unit of ADA, it will still lock into future years the abnormality of the higher 1977-78 revenues.

E. Conclusion

CHSPE has resulted in a small but measurable increase in the number of students attending California community colleges. In 1977-78, state aid to community colleges was higher as a result of CHSPE, but by less than a half million dollars (as a high estimate). When the savings to the state at the high school level is taken into account, the state saved about $2.7 million as the result of CHSPE in 1977-78.

Following a period of two years of increased attendance at community colleges resulting from CHSPE, attendance returns to more or less the levels that would have been observed in 1978-79 and thereafter had there been no CHSPE. However, because of the finance laws written in response to Proposition 13, the higher revenue level of 1977-78 was carried forward into 1978-79 and may also be extended into future years.

APPENDIX A - Glossary

Assessed Value - The property value of a school district as assessed by the county assessor.

Base Revenue Limit - see revenue limit.

Basic Aid - Minimum state aid of $125 per unit of ADA.

Declining Enrollment Adjustment - An adjustment to the revenue limit computed annually that allows districts extra revenue when the attendance declines by over 1% per year.

Equalization Aid - State aid in excess of $125 per unit of ADA. The lower the per-pupil property wealth of a district, the greater the equalization aid.

Foundation Program Amount - The dollar amount per ADA of the state's guarantee under the foundation program. Under this program the state guarantees that all low wealth districts will have the financial ability to spend the foundation program amount on each pupil, provided the district levies a minimum tax rate.

Modified Assessed Value - The assessed value of a school district as modified by State law to correct for differences in assessment practices between counties. Modified assessed value represents the same percentage of full market value (about 25%) in all districts.

Revenue Limit - The maximum amount of revenue that a district can collect annually for general purposes from state basic and equalization aid and from local property taxes. A district may also receive state and federal categorical aid, revenue from permissive override taxes, and tuition or fees. The revenue limit is composed of a base revenue limit which is computed by formula each year from the previous year's base revenue limit and any of a number of revenue limit adjustments which are computed anew each year.

State Teachers Retirement System - Because of the large cost of operating the State Teachers Retirement System (STRS), the system is funded through a combination of state aid and local contributions. Part of the local revenue is raised through the revenue limit adjustment for STRS.

Voted Override - An addition to the revenue limit approved by the voters of a school district.

TASK III:

SURVEY OF CALIFORNIA HIGH SCHOOL STUDENTS AND COUNSELORS ON THE CALIFORNIA HIGH SCHOOL PROFICIENCY EXAMINATION AND OTHER OPTIONS FOR EARLY OR PARTIAL EXIT FROM HIGH SCHOOL

TASK III

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A. General Introduction

One of the findings of Task I was that schools with larger proportions of blacks and Hispanics have had relatively fewer CHSPE-takers. But with data available only at the school level, it was not possible to tell whether there is something about these schools that discourages CHSPE-taking, or whether individual black and Hispanic students are less likely to take CHSPE no matter what school they attend. The purpose of Task III is to answer questions like this by collecting and analyzing data on individual students. From such data, we can measure the association between various characteristics of individual students and their knowledge and use of CHSPE, among other options.

The questionnaire we gave to students is reproduced in Appendix III-A. It was designed to measure students' knowledge and opinions not only about CHSPE but also about three other options which allow early or partial exit from high school. These other three options--work experience for credit, early graduation, and concurrent enrollment in classes at a college or university--are described below. The availability of such options is partly attributable to a reform "movement" which occurred in secondary education during the late 1960's and early 1970's. The ideas of this "movement" are the intellectual context of the options on which our survey concentrated. The next section therefore provides a brief summary and interpretation of "The New Reform Movement in Secondary Education." This was written by John Harter, who has participated in this movement both as an activist and as a researcher.

1. Reform of Secondary Education in the 1970's

America's high schools began the 1970's in what many regarded as a state of crisis. Having been buffeted by social upheaval and student protest in the

1960's, faced with rapidly increasing rates of violence and vandalism, and ignored or avoided by many youth who chose to be elsewhere, the comprehensive high school became subject to wide-ranging calls for reform. Between 1972 and 1975, over a dozen panels and commissions, commonly referred to as "The New Reform Movement in Secondary Education," examined the American high school, and presented remarkably similar findings and recommendations. Serious shortcomings were cited in the ability of high schools to meet the diverse needs of adolescent youth. Recommendations were offered to lessen the isolation of young people from the adult culture and to blend academic learning with productive service and work.

By 1970 over 90 percent of America's adolescent population was enrolled in high school, but universal high school education is a rather recent phenomenon. The first public high school was not established until 1821. By 1900, just over 10 percent of fourteen to seventeen year olds were enrolled in high school, and only a minority of those attending actually graduated. Thus at the beginning of the present century high school education was an option available to only a few adolescents, almost entirely the academic and social elite.

It was not until 1940 that more than half of America's young people obtained a complete high school education. Below are the decade-by-decade statistics for high school graduation.*

1900	6.5%	1940	50.8%
1910	N.A.	1950	59.0%
1920	16.8%	1960	65.1%
1930	40.0%	1970	76.5%

The present high school curriculum evolved over a period from roughly 1880 to 1920, a time during which high school still catered to an academic elite. Since that time high school has been affected but not fundamentally

*The American Almanac, New York: Grosset and Dunlap, 1972.

altered by a series of subsequent changes. The first vocational high school was started in St. Louis in 1881, to provide an alternative to the academic focus of secondary education and as a replacement for diminishing apprenticeship opportunities. In the 1920's and 1930's progressive educators called for a student-centered curriculum with an emphasis on real life experience. The period prior to and during World War II saw an emphasis on societal development and citizenship training.

The last national examination of high school, prior to the New Reform Movement, came after the launching of Russia's first satellite, Sputnik, in 1957. America was suddenly behind in the "space race" and schools were held partly responsible. James B. Conant's 1959 book, "The American High School Today," and Admiral Rickover's "American Education: A National Failure," published in 1963, said essentially that our schools had become too soft. High schools were called upon to offer more rigorous courses, especially in math and science. The emphasis was on meeting the needs of the academically talented, a group Conant described as the top 15 percent in scholastic aptitude. Some students in the next lower 10 to 20 percent,he felt, could also benefit from similar but less rigorous academic courses. Conant, in particular, argued that high school should be more specialized and therefore larger. "A high school must be of sufficient size" he wrote, and he considered this "one of his most important findings." He found "thousands" of high schools were too small and therefore unable to offer special courses in a wide range of subjects. The 1960 Jerome Bruner Report, "The Process of Education," also emphasized cognitive or academic learning.

In response, high schools embarked in the 1960's on a decade of curriculum reform, much of it planned by professors in subject area disciplines at the college and university level. Since American high schools had always been designed mainly for the academically talented, this series of reforms essentially represented an effort on the part of educators to do better what they had been trying to do all along.

But while high schools were pushed toward more academic rigor in response to the criticisms of the late 1950's, the high school population was rapidly changing. With this shift came new and different pressures. A growing percentage of the adolescent population was attending high school and at the same time the first members of the post-war baby boom were approaching high school age. By 1970, high schools, which had been for over 100 years the province of the scholastic elite, were expected to accept and graduate virtually all adolescent youth, regardless of academic interests or ability. Although people had traditionally spent their teenage years in various settings, all adolescents were now expected to be in school. To be elsewhere was to be a "drop out."

Symptomatic of the new pressures facing secondary education was the rising incidence of violence and vandalism which hit high school campuses across the country. By the mid-1970's Americans were paying over $500 million annually for vandalism in the schools. This "vandalism surtax" was comparable to the entire investment for textbooks in all public schools in 1972. There were approximately 70,000 serious assaults on teachers each year. In 1973, one hundred students were murdered, and the figures increased yearly. Between 1970 and 1973, there was a 77 percent increase in assaults on teachers, an 85 percent increase in assaults on students, a 37 percent increase in robberies, and a 54 percent increase in weapons confiscated.* In short, more acts of violence were being committed against schools than any other institution in our society, and the figures might have been even higher if crime reporting were more accurate.

Absenteeism was another indication that something was seriously wrong in our high schools. Rates of 30 percent were not uncommon. Polls by the National Association of Secondary School Principals (NASSP) showed absenteeism to be the most perplexing student problem for principals, outranking discipline two to one.

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*"Crime and Violence," The American School Board Journal, January, 1975.

By the beginning of the 1970's these problems, like Sputnik over a decade earlier, drew public attention once again to the schools. This time, however, many saw the high school not as too soft, but as irrelevant for vast numbers of young people. High school, it appeared, was failing to meet the diverse needs of America's youth. It was out of this growing national concern for our secondary schools that the new reform movement emerged.

By the mid-1970's over a dozen national and state committees had issued reports, which, taken together, comprised the New Reform Movement in Secondary Education. The five principal national reports were the following:

> Weinstock, Ruth. The Greening of the High School. New York: Educational Facilities Laboratory, 1973.
>
> American Youth in the Mid-Seventies, Conference Report, National Committee on Secondary Education. National Association of Secondary School Principals, Reston, Virginia, 1972.
>
> Coleman, James S. et al. Youth: Transition to Adulthood. (Report of the Panel on Youth of the President's Science Advisory Committee). Chicago: University of Chicago Press, 1974.
>
> Brown, B. Frank et al. The Reform of Secondary Education. New York: McGraw-Hill, 1973.
>
> Martin, John Henry et al. Report of The National Panel on High Schools and Adolescent Education. Washington, D.C., U.S. Office of Education, 1974.

In addition, one international report, the Faure Report by the International Commission on the Development of Education of UNESCO, and one State report, the Reform of Intermediate and Secondary Education (R.I.S.E.), by the California Department of Education, merit specific mention.

The central theme of these reports is the inadequacy of a traditional high school for bringing youth to adulthood. Perhaps the panel on youth of the President's Science Advisory Committee, headed by James Coleman, most eloquently summarizes the case of the "new reformers."

> As the labor of children has become unnecessary to society, school has been extended to them. With every decade, the length of schooling has increased, until a thoughtful person must ask whether society can conceive of no other way for youth to come into adulthood.
>
> Schools are the principal formal institutions of society intended to bring youth into adulthood. But schools' structures are designed wholly for self-development, particularly the acquisition of cognitive skills and knowledge. At their best schools equip students with cognitive and non-cognitive skills relevant to their occupational futures, with knowledge of some portion of civilization's cultural heritage and with the taste for acquiring more such skills and knowledge. They do not provide extensive opportunity for managing one's affairs, they seldom encourage intense concentration on a single activity, and they are inappropriate settings for nearly all objectives involving responsibilities that involve others. Insofar as these other objectives are important for the transition to adulthood, and we believe that they are, schools act to retard youth in this transition, by monopolizing their time for the narrow objectives that schools have.

The reports together paint a picture of the comprehensive high school as an institution that is too big in size, too inflexible in structure, too limited in focus with its emphasis on academic development, and too isolated from early life in the community. The New Reform reports find that the clientele of high school has changed dramatically, yet the structure and mission of high school have changed litte. Thus a tremendous gap exists between client needs and the institutional response. Specific changes that high school must cope with are (1) changes in physical development of young people, (2) changes in the social, economic and ethnic composition of school attenders, and (3) changes in the nature of student experience outside of school.

As one report states, "The young aren't as young as they used to be."* The average age of menarche comes two years earlier than in the past. The average age of voice change in boys in the 18th century was 18. Today it is just over 13. In the last century alone, the average age for the arrival of puberty has dropped two years. Growing stops earlier as well. At the turn of the century men stopped growing at about 26 years of age; this now happens

*The Greening of High School, Weinstock, ed., New York: IDEA-EFL, March, 1973.

at 17 or 18. Thus high school students are physically more mature by about two years than their predecessors 100 years ago.

With an increase of reported school attendance from about 10 percent at the turn of the century to 90 percent today has come a dramatic shift in the socioeconomic and ethnic makeup of the high school student population. The increases have come primarily from working class and ethnic minority youth. Without changing their basic structure, high schools have taken on the mission of universal education.

The experiences that students brought with them to school have also changed. Use of drugs and mass media have tended to estrange youth from the adult culture and have complicated the mission of institutions serving youth. This was especially true for high schools which the reports saw as rigid, bureaucratic, and authoritarian. All reports saw the typical high school as too large in size, thus compounding the inflexibility and bureaucracy.

At the same time, schools' authority has been restrained by court rulings on students' rights. In the 1969 Tinker decision the Supreme Court ruled against the Des Moines school district on the right of students to wear armbands as a form of political protest. The majority opinion stated: "It can hardly be argued that either students or teachers shed their constitutional rights to freedom of speech or expression at the schoolhouse gate . . . Students in school as well as out of school are persons under our Constitution." Since Tinker, literally hundreds of court cases have elaborated the rights of students. Among the effects of these court decisions is that the authority of educators to punish students is severely restricted, and the traditional role of the school "in loco parentis" is now seriously questioned.

The New Reform Reports offered a series of recommendations that would acknowledge students' rights, bring about the individualization and diversification of high school programs, disperse youth from the schools to the work place and the community, and allow youth to play more responsible roles in both school and non-school settings. The following recommendations were endorsed to some degree by all the reports.

--Reduce the age and cultural isolation of high school students.

--Create more responsible roles for students, in activities such as tutoring, cross-age teaching, and running day care centers.

--Provide opportunities and credit for various out-of-school experiences, such as internships, community service, and various forms of work experience.

--Develop new designs for alternating work and school and facilitating the entry of students into work. Suggestions vary but include lowering the school leaving age, shortening the school day, lowering the minimum wage for young people and expanding the school's responsibility for job placement.

Perhaps the most discussed proposal of the New Reform movement was the Kettering Commission stand on compulsory attendance. They recommended that:

> "If high school is not to be a custodial institution, the state must not force adolescents to attend. Earlier maturity--physical, sexual and intellectual--requires an option of earlier departure from the restraints of formal schooling. The formal school leaving age should be dropped to age 14."

Other New Reform panels also questioned compulsory attendance, yet stopped short of specific recommendations. The Martin panel, for example,

> " ... raised the question of the utility of the last two years of high school if, in fact terminal points of development have already been reached by age 15. While the panel by no means recommends that immediate elimination of compulsory education laws, we do suggest this reconsideration ..." ;

and the Coleman panel had this to say on the issue:

> "Is a fixed minimum age criterion for terminating school and beginning work appropriate? It is certainly not feasible to examine in every instance the school environment and a potential work environment and then decide the case on its merits. But it seems likely that a better means can be found for assuring the rights of the young person to some degree of self-determination while protecting him from exploitation by others."

In California, State School Superintendent Wilson Riles appointed a Commission for the Reform of Intermediate and Secondary Education (RISE). The RISE Commission issued its report in 1975, shortly after the major national new reform panels had released their findings. RISE also followed closely on the heels of California's Early Childhood Education (ECE) reforms, which were given great visibility during Riles' first term. The Department of Education planned with RISE to complete the restructuring of K-12 public education which ECE had begun.

The RISE Commission issued an ambitious set of recommendations aimed at "transforming our educational system from one that often herds young people through a scholastic assembly line to one that is flexible, demanding, and humane enough to help every person meet his or her own needs." The theme is repreated throughout the report that the learner is the primary client of the educational system and that learning must be personalized for all students.

> "These changes must be based on a re-definition of schooling--The Commission has therefore rejected the traditional view that a school is restricted to a piece of real estate where licensed adults teach and students passively learn during specified times of the day. Instead, the Commission envisions a school system as a network of teaching and learning that takes place at many times and places and in which both adults and young people work as teachers and learners--It envisions an educational system that attracts, motivates, and satisfies young people. In such a system society itself is at the core of schooling."

Although a synthesis and critique of several of the important commission reports was written by Timpane and others in 1976,* we are not aware of any study of the actual impact of the 1970's reform "movement" on the schools. The use of options which allow students to leave high school early or to combine school with work or other activities does appear to have become fairly widespread, according to our own survey (see below). But we do not have the historical data to know when and how this happened, or whether any or all of the commission reports were actually responsible. However, the design of new options like CHSPE, work experience, and independent study (see below), as well as the use of existing options like early graduation and concurrent enrollment, are evidently consistent with the objectives of increased freedom and responsibility for young people, which the commission reports emphasized. Even though the sequence of events which connect the 1970's reform "movement" and the use of these options has not always been recorded, the affinity is apparent. And in one instance we have been able to reconstruct some of the actual history. The following section presents an analysis by John Harter of "contract independent study." Although Harter's research was not part of our own study, it is closely related, in part because the independent study legislation was sponsored by the same California Senator who sponsored CHSPE, and in part, as Harter's interviews with that Senator show, independent study has the same intellectual origins as CHSPE. Although a digression, the next section does illuminate the connection between the ideas of the 1970's reform movement and some of the new options which have become available in California high schools.

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*Michael Timpane and others: Youth Policy in Transition; Santa Monica: RAND Corp., June, 1976.

2. Independent Study

In 1976, California enacted Senate Bill 1501, which made it easier for districts to offer the kinds of educational programs advocated in the New Reform reports. SB 1501, the contract independent study law, permits local school districts to include in their attendance count students on "learning contracts," even if the students are engaged in learning activities off-campus or away from the "immediate supervision and control" of a teacher. Districts can now offer a wide variety of learning options for students, unconstrained by previous attendance and supervision requirements. The bill's author, Arlen Gregorio, called SB 1501 his most significant education legislation.

The legislative history of independent study in California begins with the election of Gregorio, a liberal democrat, to the State Senate in 1970. Gregorio had a strong interest in education, in part because the state was spending more money on education than anything else. He was appointed to the Senate Education Committee and, as he sat on that committee, Gregorio recalls, "I began to ask myself whether we were really sure of what we were trying to do in schools; whether we were offering the best kinds of incentives for keeping all young people involved in things that were appropriate for their preparation for adulthood." It seemed to Gregorio that there were a number of objective signs that the system was not working for a large number of young people. He was disturbed by the violence, vandalism, and high absentee rates reported in the schools. "I began to ask myself what alternatives we had, to shape educational experiences, that would be appropriate for adulthood preparation."

When Senator Stephen Teale introduced a bill that would have lowered the age for required school attendance to 14, Gregorio was one of the two senators on the Education Committee who voted for the bill. "My first thought" recalls Gregorio, "was, my God, what's he trying to do?" However, Gregorio came to view the bill as a chance to give the student some sense of controlling his or her own life. Nonetheless, it quickly became apparent that this alternative was politically unacceptable. Gregorio therefore proceeded to introduce a series of bills which would move schools toward more program flexibility and allow for more responsiveness to varied student needs. He authored the bill which created the California High School Proficiency Examination, a bill which permitted schools to designate student smoking areas, a bill which allowed for individualized options in physical education, and the independent study legislation. In independent study, Gregorio saw the opportunity to foster local initiative. As he put it, "Instead of stamping out some mold in Sacramento and then trying to fit each kid in each community into that mold, independent study would give more autonomy to the individual kid and the individual community to shape educational experiences that made sense for them."

When Gregorio introduced the independent study legislation it engendered little controversy. No one strongly opposed the independent study bill in the legislature, nor was there noticeable opposition from statewide education interest groups. The State Department of Education nominally supported the bill, and Ernie Hickson, Staff Director of the R.I.S.E. Commission, testified on its behalf. Gregorio remembers that "compared to the fights we had on CHSPE, the smoking and the PE bills, passing independent study was a snap." Gregorio actually carried two independent study bills, SB 1591, covering grades 7-12, and SB 1501, which extended independent study downward through kindergarten. Both bills passed. Since the provisions of the two bills were identical except for the expanded K-12 grade coverage of SB 1501, the latter bill became the operative independent study legislation. After the legislation was signed by the Governor, the State Department of Education proceeded to draft regulations for independent study, which were approved by the State Board of Education in October 1976. Gregorio recalls expressing his hopes to several State Board members that the implementing regulations not hinder the basic intention he had in authoring SB 1501, which was to foster initiative at the local level. Gregorio was pleased with the results. "Frankly, the regulations exceeded my hopes."

The legislation defines independent study as "an alternative to a regular program of instruction." Under independent study, students may work on projects and activities alone or with others. Independent study can be undertaken with little or no supervision or it can be a highly structured and supervised activity. The basic provisions of the independent study law are very simple. Whereas teachers and other school staff had previously been required to exercise "immediate supervision and control" of student learning, they are now permitted to exercise "general supervision." This general supervision is accomplished through a written agreement or "contract." The contract must be signed by the student, the student's parent or guardian, and a certificated staff member of the district. Once under contract, students can learn away from teacher supervision and away from the classroom, and still be included in the district's attendance (ADA) count. Students can leave campus for work, community service, travel, or other educationally appropriate activities, and may learn under the direction of para-professionals, volunteers, family, or even other students, instead of teachers. The financial incentive for districts to keep students physically in school no longer exists.

At a minimum, the independent study contract must specify the student's learning objectives, manner in which the objectives will be evaluated, and the manner, time, and place for reporting progress. SB 1501 is a local option law: districts are not required to offer contract independent study programs. To exercise this option, the local district school boards must pass enabling rules and regulations. Districts are also required to keep records of participation in the program including a file of agreements, a list of participating students, and a record of the number of units of credit attempted and awarded. Apart from these requirements, specified in the law and the California administrative code, local governing boards are free to determine the scope, design, and operation of their own independent study program.

For students, independent study could mean participation in one or more of the following general categories of learning:

- Doing special assignments in one or more regular courses and being excused from classes if necessary to work on these assignments.
- Taking classes in subjects which are not offered as part of the regular curriculum. These might be academic subjects like oceanography, modern art and economics, or such non-academic subjects as bicycle repair, weaving and wilderness survival. The classes could be taught by a regular teacher, by someone outside the school, or even by a student. The classes might be attended by several students or could be taken on an individual basis.
- Taking a job during regular school hours, for pay or as a community volunteer, if the work has educational value.
- Starting a student managed enterprise or a community service project.
- Participation in domestic and foreign student exchange programs or self-directed study during travel.

In each case the student, a school staff person, and a parent or guardian come to agreement on an educationally appropriate activity or set of activities and this understanding is put into contract form. Every student is presented with the same range of learning choices, on and off-campus, cognitive and experiential, alone and with others, accelerated and remedial. However, for each student the choice and mix will be different.

Approximately 200 of California's more than 1000 school districts now have adopted local independent study policies and procedures. Programs vary from those aimed at reaching drop-outs to some which concentrate on mentally gifted students. Many programs aim at addressing a range of different student needs, and programs now operate in all parts of the state, north and south, urban, suburban, and rural.

To better understand how independent study is operating at the local level, Harter observed the implementation of SB 1501 in two school districts. In these districts all students who participated in independent study during the spring semester, 1979 were given a questionnaire asking about their experience with the independent study program. Participation was voluntary; approximately half the participatory students in the two districts completed the questionnaire. Students in a third district, which was not operating an independent study program under the Gregorio legislation were also given a questionnaire, asking about their independent and out of school experiences, to serve as a contrast group. The results of this survey are not reported here, except to note that, for some students, SB 1501 did in fact create new opportunities for substantially greater choice and responsibility.

3. The California High School Proficiency Examination (CHSPE)

The legislative history of CHSPE, another of former Senator Gregorio's reform initiatives, has been described elsewhere.* Like independent study, CHSPE is an option which gives students both more freedom and more responsibility. Students who pass CHSPE are exempt from further compulsory schooling, though students who pass CHSPE and wish to leave school must obtain parental persmission if they are not yet 18. CHSPE therefore represents partial enactment of one of the most radical proposals discussed during the New Reform movement: reduction of the compulsory schooling age.

If high school is as oppressive, regimented, and irrelevant as it has sometimes been portrayed to be, and if CHSPE offers a legitimate way out, why do no more than 3 or 4 percent of the eligible students take it each year? Part of the answer, as shown further on, is that many students do not believe a Certificate of Proficiency is really a substitute for a "regular," i.e., local, high school diploma--and most students say they are in high school because they think they need a diploma either to go to college or to get a good job. For many students, being in high school is simply the conventional thing to do, and it is not felt to be particularly oppressive, overly regimented, or irrelevant. Finally, for those students who do seek early or partial exit from high school, there are other options besides CHSPE. The next three sections describe three of these options, and how they are grounded in state law.

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*Padia, William: The California High School Proficiency Examination: Examinee Characteristics and Secondary School Response. California State Department of Education. Office of Program Evaluation and Research, 1978.

4. Work Experience

The law* generally provides that the governing board of each local school district shall independently establish the length of that district's school day and that pupils in the district shall attend for its full length. The law also provides that no state aid shall be apportioned for a high school pupil unless the pupil attends school for at least four hours per day. Nearly all districts have established local school days longer than this minimum of four hours. For purposes of apportioning state aid, the State Department of Education will permit one of the minimum four hours of daily attendance to consist of "work experience education," either on or off the school campus. This work experience consists simply of some form of employment, or apprenticeship training for which the student may or may not be otherwise compensated, that is at least nominally supervised by instructional personnel and for which the student receives credit on his high school transcript. The remaining hours by which the district's locally determined school day exceeds the minimum of four required by state law may also be satisfied by more of the same, or different, work experience, at the discretion of the district. In addition, though there is some doubt as to the legality of the practice with respect to pupils younger than 16, many districts allow pupils 14 or older to leave school after attending for the four-hour minimum, if, and for so long as, they have part-time after school jobs, even though these jobs are not "work experience education" by statutory definition (no school supervision or credit).

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*Several provisions of the California Education Code define and control work experience programs: Article 3 of Chapter 2 and Article 1 of Chapter 3 of Part 26; Article 1 of Chapter 2 and Article 2 of Chapter 3 of Part 27; and Article 7 of Chapter 5 of Part 28, of Division 4 in Title 2. Sections 10070 through 10078 of Title 5 of the California Administrative Code also apply.

Insuring observance of the compulsory attendance laws is increasingly one of the most frustrating challenges faced by the public schools, but in the case of young persons who need or wish to be gainfully employed, the schools have a uniquely effective sanction: State law generally prohibits employers from hiring persons younger than 18 to work on school days unless the young persons present "work permits" issued by their school districts. To obtain such a permit, a young person generally must be at least 14 and attending and achieving satisfactorily in school. Because the work permit statutes generally allow young persons to work only half time (four hours) on school days, school programs through which pupils are allowed to attend for the minimum four hours and then engage in regular employment are often known as "4/4" programs: four hours of school, followed by four hours of work, each school day.

5. Early Graduation

California law does not specify the amount of study a student must complete to be eligible for high school graduation, leaving that determination entirely to local school district governing boards (which do in fact require differing total amounts of "units" from one district to another). As a result, early graduation is fundamentally within the discretion of local governing boards, which also may or may not offer summer sessions or allow students to elect extended-day programs. The financial impact of Proposition 13 has led to reduction or elimination of both these options in many of the school districts in which they were formerly available and has further reduced possibilities for early graduation by causing some school districts to reduce the number of class periods in their school days.

waiving some entrance requirements to do so), but also a high school administrator with a sufficiently creative eye to see his or her legal way clear to permitting the arrangement. The fundamental limitation will always be that a high school generally receives no state aid for a student who attends less than four hours per day. (The statutory authorization for "independent study," as described above, provides an entirely separate and conceptually simpler means of establishing unique programs for individual students.)

State law specifically provides (Education Code Section 48410 (f)) that young persons 16 or older who can "give satisfactory proof of regular employment" (not defined in statute) may attend adult high school (usually conducted in the evenings) in lieu of regular high school. Such a student theoretically needs no one's permission to do so. There is no express statutory authorization for such attendance to be concurrent with enrollment in regular high school, but the same general practical considerations would apply as explained in the foregoing paragraph with regard to concurrent enrollment in institutions of higher education other than community colleges.

B. Survey Procedure

The population of juniors and seniors in regular public high schools in the eight-county* San Francisco Bay Area was surveyed in late fall, 1978. Some data were also collected from counselors in the sample schools. The next sections describe how schools and students were selected and how the data were obtained.

1. Selection of Schools

Of 151 regular public high schools in the eight-county area, we** selected

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*The eight counties are Alameda, Contra Costa, Santa Clara, San Mateo, Solano, San Francisco, Napa, and Marin.

**The sampling procedure was designed by Kristin Anton in consultation with Alan Wilson.

30. Schools were first stratified by size, then by one or more of several other variables, including percentage of students in families receiving AFDC, mean achievement test scores, and racial composition. Appendix III-C, written by Kristin Anton, describes the sampling procedure in detail. Within the final strata, schools were selected with probability proportional to enrollment. As a result, the probability of a student being in a school chosen for our sample was approximately equal for all students. This probability was approximately 0.2.

Within schools, as explained in the next section, it proved necessary to select whole classrooms rather than individual students. As a result, the probability of a student being included in our sample was different from school to school. Therefore, in order to prevent bias in estimation of means, proportions, regression coefficients, or other parameters of the population, data for each student were multiplied by a weight which was inversely proportional to the student's probability of being in the sample.

In order to test for any gross bias in sampling, we compared the distribution of our sample by sex and race with the distribution estimated from other available data on our sample schools. The comparison data, available only at the school level, had been obtained from the California Assessment Program and the ethnic census carried out by the U.S. Department of Health, Education, and Welfare. These comparison data were not yet available for 1978, so we had to use numbers from 1977. The resulting comparison is shown in Table III.1. The largest disparities are in the percentages of whites and American Indians. We suspect that most of the students who labeled themselves American Indians would have been classified as white by the ethnic census. The basis for this suspicion is the result reported in Task I above, where a similarly large proportion of self-labeled American Indians appeared

TABLE III.1

Percentage Distribution of Student Sample by Sex and Ethnicity, Compared with Distribution Estimated from Other Data on Sample Schools

	Student Sample, Fall 1978		Other Data*, Fall 1977
	unweighted	weighted	
Sex			
Male	50.7	49.4	48.8
Female	49.3	50.6	51.2
Ethnicity			
White	58.3	61.6	70.2
Black	12.8	13.2	10.9
Asian	9.7	9.9	7.8
Hispanic	11.8	10.9	10.5
American Indian	3.2	3.7	0.6
Other or no response	4.2	0.7	

*For each school in our sample, data on sex distribution were obtained from the California Assessment Program, and the ethnic distribution from the HEW Ethnic Census. Fall 1977 data were the latest available. Percentages in the table are averages for our sample schools, with each school weighted in proportion to its 12th grade enrollment in Fall 1977.

in data from the CHSPE pretest questionnaire. Other than that, the differences in Table III.1 can be attributed to normal sampling variation and to actual changes from one year to the next.

The purpose of stratifying schools is to reduce computed sampling error by making strata as homogeneous as possible. However, comparison of schools in terms of our own survey data on parents' education, sex, and knowledge of CHSPE revealed that the strata used for sampling were not very homogeneous in fact. In the analysis that follows, therefore, we did not attempt to adjust for the design effect--neither the design effect due to stratifying nor the design effect due to clustering students in schools and classrooms. The following analysis simply treats the data as if they were from a random sample of individual students with unequal probabilities of selection. Since students were in fact sampled in clusters, not as individuals, results should be interpreted conservatively. For instance, in choosing a level of statistican significance for testing the null hypothesis that a regression coefficient is zero, a reader who would usually use a level of 0.05 may instead want to use 0.01.

As a further guide to interpretation of results, the next section gives brief descriptions of the 29 schools from which data were finally collected. (Of the 30 schools chosen, one refused to participate.)

2. Description of Schools

The following is a description, in capsule form, of each of the 29 high schools in our sample. In part to preserve individual schools' anonymity, we have grouped them by the following criteria:

Location: urban, suburban, exurban;

Racial/ethnic composition of the student body (1977-78 Office of Civil Rights Ethnic Census);

Father's education (student survey);

Twelfth grade mean reading score (1977-78 CAP data); and

Percentage of students from AFDC families (1977-78 CAP data).

It was relatively easy to group schools which are on the extremes of the last four criteria; but, as will be evident upon inspection of the groups, there is a middle ground which is occupied by a large number of the 29 schools. In any event, we think the following descriptions will give the reader a qualitative sense of the kinds of schools in our sample.

A. Urban, predominantly minority schools

Three of our schools are in this group: School 10, School 11, and School 15. All are located in or near the centers of large cities in the San Francisco Bay Area; all have very small proportions of white students, high proportions of students from AFDC families, low reading scores, and students whose fathers have relatively less education compared to other sample schools. The figures for each of these three schools follow.

School 10.

Student body: 99 percent black;

Father's education: 28 percent high school or less, 24 percent college graduate or more;

Mean reading score: 52;

AFDC: 43 percent.

School 11.

Student body: 27 percent black, 30 percent Hispanic, 11 percent white;

Father's education: 37 percent high school or less, 15 percent college graduate or more;

Mean reading score: 49;

AFDC: 58 percent.

School 15.

Student body: 77 percent black, 10 percent Hispanic, 6 percent white;

Father's education: 37 percent high school or less, 14 percent college graduate or more;

Mean reading score: 47;

AFDC: 42 percent.

B. Urban, ethnically heterogeneous schools

These schools are distinguished from the three in the first group in degree rather than in kind. They are located in urban industrial centers but not in "center-city" areas. Each has large percentages of minority students but more white students than the schools in the first group. Mean reading scores are higher and the percentage of AFDC families lower.

School 02.

Student body: 10 percent black, 37 percent Hispanic, 47 percent white;

Father's education: 46 percent high school or less, 14 percent college graduate or more;

Mean reading score: 57;

AFDC: 20 percent.

School 08.

Student body: 1 percent black, 56 percent Hispanic, 30 percent white;

Father's education: 52 percent high school or less, 8 percent college graduate or more;

Mean reading score: 58;

AFDC: 22 percent.

School 27.

Student body: 31 percent black, 5 percent Hispanic, 48 percent white;

Father's education: 51 percent high school or less, 17 percent college graduate or more;

Mean reading score: 59;

AFDC: 26 percent.

C. Urban, predominantly white schools

The schools in this group are quite similar to group D, below, except for location. While schools in this group are located either in suburban areas of a large city or in suburban towns near an urban center, the schools in group four are "exurban," that is, located in small towns some distance from an urban area.

In both groups C and D, whites predominate in the student body and the largest group of minority students tends to be Hispanic. Mean reading scores are much higher, in general, than those for schools in groups A and B, and the percentages of AFDC families much lower. As in groups A and B, there are more students who report that their fathers have a high school diploma or less than report a college degree or more.

School 16.

Student body: 2 percent black, 17 percent Hispanic, 70 percent white;

Father's education: 44 percent high school or less, 5 percent college graduate or more;

Mean reading score: 62;

AFDC: 5 percent.

School 19.

Student body: 1 percent black, 11 percent Hispanic, 80 percent white;

Father's education: 44 percent high school or less, 24 percent college graduate or more;

Mean reading score: 66;

AFDC: 4 percent.

School 20.

Student body: 1 percent black, 21 percent Hispanic, 67 percent white;

Father's education: 60 percent high school or less, 10 percent college graduate or more;

Mean reading score: 62;

AFDC: 8 percent.

School 24.

Student body: 2 percent black, 16 percent Hispanic, 79 percent white;

Father's education: 41 percent high school or less, 38 percent college graduate or more;

Mean reading score: 68;

AFDC: 6 percent.

D. Exurban, predominantly white schools

The description of group C schools also applies to this group with the exception of location.

School 06.

Student body: 2 percent black, 8 percent Hispanic, 85 percent white;

Father's education: 51 percent high school or less, 17 percent college graduate or more;

Mean reading score: 64;

AFDC: 4 percent.

School 09.

Student body: 1 percent black, 20 percent Hispanic, 74 percent white;

Father's education: 41 percent high school or less, 23 percent college graduate or more;

Mean reading score: 65;

AFDC: none.

School 17.

Student body: 12 percent black, 4 percent Hispanic, 80 percent white;

Father's education: 39 percent high school or less, 16 percent college graduate or more;

Mean reading score: 64;

AFDC: 3 percent.

School 26.

Student body: 4 percent black, 8 percent Hispanic, 83 percent white;

Father's education: 40 percent high school or less, 18 percent college graduate or more;

Mean reading score: 62;

AFDC: 5 percent.

School 29.

Student body: 1 percent black, 3 percent Hispanic, 93 percent white;

Father's education: 38 percent high school or less, 21 percent college graduate or more;

Mean reading score: 64;

AFDC: 2 percent.

E. Suburban, upper-middle-class, predominantly white schools

These schools are on the other extreme from the schools in group A. All are in rather exclusive suburban communities. The student body in each school is over 90 percent white, more than 50 percent of the students report that their fathers have a college degree or more, mean reading scores are the highest among all the 29 schools, and virtually no students come from AFDC families.

School 05.

Student body: 1 percent black, 2 percent Hispanic, 95 percent white;

Father's education: 14 percent high school or less, 60 percent college graduate or more;

Mean reading score: 71;

AFDC: 1 percent.

School 14.

Student body: 1 percent black, 2 percent Hispanic, 94 percent white;

Father's education: 9 percent high school or less, 68 percent college graduate or more;

Mean reading score: 74;

AFDC: none.

School 21.

Student body: 1 percent black, 2 percent Hispanic, 98 percent white;

Father's education: 16 percent high school or less, 58 percent college graduate or more;

Mean reading score: 71;

AFDC: none.

School 22.

Student body: no blacks, 1 percent Hispanic, 96 percent white;

Father's education: 5 percent high school or less, 83 percent college graduate or more;

Mean reading score: 73;

AFDC: none.

F. Suburban, middle-class, predominantly white schools

The three schools in this group differ only slightly from those in the preceding group. Mean reading scores are high, white students make up at least 80 percent of the student body, and only a small percentage of students come from AFDC families, but father's education is more evenly distributed along the continuum than in the group E schools.

School 01.

Student body: 1 percent black, 2 percent Hispanic, 96 percent white;

Father's education: 31 percent high school or less, 36 percent college graduate or more;

Mean reading score: 68;

AFDC: 1 percent.

School 03.

Student body: 3 percent black, 6 percent Hispanic, 81 percent white;

Father's education: 38 percent high school or less, 34 percent college graduate or more;

Mean reading score: 70;

AFDC: 3 percent.

School 18.

Student body: no blacks, 6 percent Hispanic, 91 percent white;

Father's education: 20 percent high school or less, 49 percent college graduate or more;

Mean reading score: 70;

AFDC: 3 percent.

G. Integrated schools

The two schools in this category most closely approximate the ideal of a comprehensive, integrated high school. The student body in each is a mixture of minority groups and whites, mean reading scores are relatively high, father's education is skewed toward the upper end but also has a substantial proportion with high school or less, and, in one of these two schools, there is a sizeable percentage of students from AFDC families. These are also the largest schools in our sample--one has a twelfth grade enrollment over 700 (School 04), the other over 600 (School 23).

School 04.

Student body: 40 percent black, 3 percent Hispanic, 47 percent white;

Father's education: 21 percent high school or less, 48 percent college graduate or more;

Mean reading score: 68;

AFDC: 13 percent.

School 23:

Student body: 33 percent black, 3 percent Hispanic, 54 percent white;

Father's education: 26 percent high school or less, 40 percent college graduate or more;

Mean reading score: 67;

AFDC: 1 percent.

H. Hard-to-classify schools

For one reason or another, these schools do not fall into one of the seven preceding groups. They will each be described separately.

School 07. This school is located in a suburban community near an urban center. In mean reading score and father's education it resembles the schools in group D, but it has a higher percentage of AFDC families and a lower proportion of white students.

Student body: 9 percent black, 10 percent Hispanic, 54 percent white;

Father's education: 40 percent high school or less, 21 percent college graduate or more;

Mean reading score: 64;

AFDC: 10 percent.

School 12. In make-up of the student body, mean reading score, and percentage of AFDC families this school is like School 07, just described. In father's education it resembles the schools in the "Suburban, middle-class" group. School 12 is located in a suburban community near a center of electronics manufacturing.

Student body: 7 percent black, 22 percent Hispanic, 55 percent white;

Father's education: 28 percent high school or less, 31 percent college graduate or more;

Mean reading score: 65;

AFDC: 11 percent.

School 13. This school is located in a blue-collar, lower-middle-class suburban community where there is also some light industry. In mean reading score it is like the group B schools, but in father's education and percentage of AFDC it resembles the schools in groups C and D.

Student body: 11 percent black, 16 percent Hispanic, 64 percent white;

Father's education: 45 percent high school or less, 24 percent college graduate or more;

Mean reading score: 61;

AFDC: 6 percent.

School 25. Except for ethnic composition and percentage of AFDC families, this school most closely resembles the "Suburban, upper-middle-class" group. It is located in a very prosperous white suburb. Most of the black students are bussed in from a neighboring community.

Student body: 18 percent black, 3 percent Hispanic, 76 percent white;

Father's education: 12 percent high school or less, 61 percent college graduate or more;

Mean reading score: 70;

AFDC: 7 percent.

School 28. This school resembles those in the "Suburban, middle-class" group except for a larger proportion of minority students.

Student body: 20 percent black, 9 percent Hispanic, 71 percent white;

Father's education: 44 percent high school or less, 30 percent college graduate or more;

Mean reading score: 67;

AFDC: none.

3. Collection of Data in Schools

The 30 Bay Area high schools selected for the student and counselor surveys were initially contacted during April and May, 1978. We decided that face-to-face meetings would be preferable for the purpose of introducing ourselves, explaining the proposed study, and requesting permission to conduct the survey in the school during the following fall term. We first contacted the principal of each of the sample schools by telephone to request an appointment.

At the initial school visit, we met with the school principal and, in some cases, with other school staff members invited by the principal. The principal was given a one page summary which included the project title, address and phone number and a list of project staff; the funding agency; background and purpose of the survey; a description of the sample and data collection plans; and an outline of the survey results that would be provided to the school. We discussed these items with the principal, and asked for permission to include his or her school in the study.

While we had assumed that district level approval would be required, we decided to assess the interest and willingness of the school principals before requesting approval from district offices. We knew we would need the full cooperation of the principals for a successful study, and, therefore, decided that they should be consulted first. We told each of the principals that we had not yet contacted the district office, but were prepared to seek formal district approval should they agree to participate.

In most cases the principal immediately agreed to allow us to include his school in our study, and either said he would inform his superintendent or requested that we write a letter to the appropriate district official describing our plans and stating that we had secured approval from the principal.

In a few instances, additional information was requested or district approval was required before the principal could give us final approval for the survey. Ultimately, approval was secured and the survey conducted in all but one of the 30 schools in the original sample.

Following these school visits, letters were sent to each of the school principals confirming the agreements reached and telling them that we would contact them again early in the fall to make specific arrangements for the survey.

When school opened in September, 1978, letters were sent to school principals to remind them of our plans to survey students and counselors in their school during November. We informed them that we would contact them during October to make arrangements for selecting the classrooms to be sampled, to set a date for the administration of the student questionnaire, and to make other necessary arrangements.

The two survey coordinators visited each of the 29 schools to obtain the information necessary to sample classrooms and to set the date for the survey. We used a prepared agenda which covered details of the student questionnaire administration, counselor questionnaire distribution, and follow-up. Copies of the agenda were given to the principal and other staff. Specific items on the agenda were:

-- Dates for student survey. At each school we asked for a date or dates within a four-week period which would be most convenient for administration of the student questionnaire. In addition, we learned which dates would not be convenient for each school. Most schools gave us three or four preferred dates.

-- Information for selecting sample classes. We explained our procedure for sampling classes (see below), and requested information about classes that were required for juniors and for seniors. We also discussed the assignment practices for these classes, and identified those classes that were tracked.

-- Logistics of survey. We requested that each school designate a contact person whom we could call upon to answer questions and with whom we could plan the details of the survey. We explained our procedures for administering the questionnaires in classrooms and our use of proctors trained by the Survey Research Center at the University of California, Berkeley.

-- CHSPE takers. We requested that the counselors keep a list of CHSPE applicants who had asked for age verification by a counselor on their application for the November CHSPE administration.

-- Follow-up student survey. We requested permission to send the proctors to the school a second time to administer the questionnaire to students who had been absent during the first administration, as well as to those students who were on the school's list of CHSPE applicants. We discussed the logistics of the follow-up survey, including scheduling a time and place and arranging for distribution of invitations to these students.

-- Counselor survey. We discussed the plans for distribution and return of the counselor questionnaire. In all of the schools, the contact persons offered to distribute and collect them for us.

In order to get a representative sample of juniors and seniors, we selected classrooms from a course required of all juniors in the school, and classes from a course required of all seniors. In schools where students are assigned to these classes on the basis of ability (tracking), we selected classes from each track. In schools where there was a pattern of self-selection by groups of students we attempted to include classes to represent each group.

The selection process consisted of:

-- Ascertaining which courses were required at the junior and senior grade level. In most schools these were Junior U.S. History and Senior Government.

-- Obtaining permission to select our sample classes from these courses. In one school permission was denied on the grounds that these classes had been "over-surveyed" and could not afford to lose regular class time. In this instance, a required study-hall period was substituted.

-- Determining whether students were assigned to these classes on a non-random basis. Several schools assigned students by ability in one or both grade levels. These ability groupings were generally denoted 'honors', 'average', and 'low'. In a few schools there was simply one class for remedial students or one class for 'honors' students, with all other classes having heterogeneous groupings.

There were also patterns of self-selection among these required classes that resulted in non-random groupings. For example, in a school where one of the classes focused on minority studies, most of the minority students elected to take this class to fulfill their social studies requirement. These anomalies were noted and students from these classes were included in the sample.

-- Obtaining a schedule of classes. We frequently found it necessary to go over this list of classes with the school contact person in order to determine accurately which classes properly belonged in the pool to be sampled. We found that there was sometimes a confusing array of courses for which students received credit for their social studies requirement. In a few instances, we found that all classes which satisfied the social studies requirement were not included in the sample pool. By using the class schedule in our discussions with the school contact person, we were able to correct these omissions.

-- Selecting the classes to be surveyed. Based upon the above information in about one third of the schools, we used a table of random numbers to select the sample classrooms. Where there was non-random student assignment or selection, classes from each track were selected using the table of random numbers.

In about two-thirds of the schools, the school personnel selected the sample classes. In these schools we explained our sample design and emphasized our need for a representative sample of students. The selection of classes was made on the basis of the teacher's willingness to cooperate and other internal school considerations. Classes in these schools were also selected from each track.

After the classes to be surveyed had been selected, a date was set for the administration of the questionnaire at each school. All classes in a school were scheduled to be surveyed on the same day.

This process involved:

-- Establishing a master calendar of available dates. The survey was to begin immediately after the November CHSPE test date in order to maximize the number of CHSPE takers in the sample. We wanted to complete the survey before students received the results of the test and became eligible to leave school. Mondays and Fridays were excluded because of high absentee rates, as were days immediately preceeding holidays.

-- Determining the number of proctors to be sent to each school. A single proctor administered the questionnaire in each classroom. In many schools, sample classes met at the same time; therefore, two or more proctors would be sent to those schools. Proctors went to only one school a day because most classes tended to be scheduled early in the day and distances between schools were great.

-- Assignment of dates based on proctor availability and the constraints and preferences of each school. After agreement on a date was reached with a school, letters were sent detailing the procedure we would follow at the school on the day of the survey, confirming the date we would be at the school, the classes to be surveyed, and reiterating any special arrangements that had been made.

The student questionnaire was administered by proctors who were trained by the University of California Survey Research Center.

The logistics were as follows:

The day before each school survey, the proctors picked up enough questionnaires for that school from the Survey Research Center. The questionnaires for each of the sample classes were packed in a separate accordion file folder with a blank label for the school name, class name, period and time. Since individual questionnaires were not identified by school and class, it was imperative that all questionnaires be handled carefully, so they later could be coded as to school, class, and track.

Proctors were given a School Information Form for each school. This form included:

the name, address, and phone number of the school,
the name of the school principal,

the name of the contact person,

the date of the survey,

the classes to be surveyed, including the class period, the beginning and ending time of the class, and the teacher's name.

The proctors were instructed to arrive at the school 30 minutes before the first scheduled class, and to register at the main office as a group. The group leader was responsible for the procedures at the school.

At each school a contact person was to meet the proctors and assist them in locating classrooms.

In each classroom, the proctors were instructed to:

introduce themselves to the teacher, who would be expecting them;

give the teacher a Class Information Form and

ask for the following information:

school name, class title, class period, teacher name (this was to verify the information we had about the scheduled classes);

a list of the students absent from the class on that day (who would be requested to complete a questionnaire on a second visit to the school);

a list of the students who were present in the class whose name appeared on the list of CHSPE takers provided by the contact person (so these students would not be asked to fill out a questionnaire on the follow-up school visit);

ask if the teacher would prefer that the proctor leave immediately after the students finished the questionnaires or remain until the end of the class period and lead a discussion about the questionnaire. (In case the students finished early, we wanted to give the teacher the option of returning to regular class work or having the entire period free, since we had requested the entire period for our survey. In many cases the teacher left the room for the entire class period.);

introduce themselves to the class and explain the purpose of the survey; (A sample introduction was provided);

distribute the questionnaires and explain the directions for filling them out. Examples for marking the answers and for following the skip instructions were shown on the board. Students were encouraged to raise their hands for assistance if any questions or problems arose while they were filling in their answers;

collect the questionnaires and return them to the file folder, and fill in the correct class information on the folder label;

conduct a discussion if all students finished before the end of the period, and the teacher had requested that the proctor remain until the end of the class. A list of discussion topics was provided for the proctors;

write a short description of each class and any unusual events or interruptions that occurred. Record any class discussions and any comments made by students. The group leader also wrote field notes describing the procedures followed and any unusual events at the school.

return to the Survey Research Center to hand in completed questionnaires, report to their supervisor on their field work, and pick up the next day's assignment.

Despite careful planning, and close contact with the schools about our plans, including written confirmation of all scheduled dates, classes and times, surprises did occur. The life of a high school, we found, is not as predictable as we had imagined, and the proctors were required to be flexible and to adapt to unexpected changes and problems. They were thoroughly briefed about our survey purposes and design, and so could often determine the proper course of action when a problem arose. They also were instructed to contact the survey supervisor for instruction when unexpected situations developed.

The lists of absent students from all of the survey classrooms at each school were sent to the contact persons, who set up a date and time for the proctors to return for a make-up questionnaire administration. The contact person distributed a letter from us to the students who had been absent, requesting that they come to the make-up session, and indicating the day, place and time. In some schools, we were given permission to call these students from their classes for a single administration. In other schools, a proctor was at the school for the entire day, and students came to the office to fill out the questionnaire during their free period.

We had an unexpectedly good response from students who received our letter. In several schools, the contact person expressed surprise that many of the chronically absent students appeared for the make-up session. In a school where the letters were not distributed, and students were called from their classes to the office, the response rate was much lower.

In schools where a list of CHSPE applicants whose age had been verified by a counselor for the November exam was available, we asked these students to fill out the questionnaire. The procedures were the same as for the absent students.

About ten days before the scheduled student survey, a packet of counselor questionnaires was mailed to the contact person at the school. The contact person gave each of the counselors a copy of the questionnaire and asked that they be completed and returned to him or her. An envelope was enclosed in each questionnaire so that the completed questionnaires could be sealed before being returned to the contact person. When the proctors went to the schools for the student survey, they were instructed to pick up the completed counselor questionnaires.

This procedure was followed in most of the sample schools, but in several cases the questionnaires were simply mailed to us by the individual counselors.

The overall response rate for the student questionnaire was 84 percent. That is, 84 percent of the students listed on the class roster of the sample classrooms completed questionnaires. However, in some classrooms and/or schools, the class roster overestimates the number of students actually enrolled in the class. In some cases, the names of students who have dropped the class or left school have not been removed from the class roster, since the teachers are not notified of such changes. For example, in one class with 19 students absent on the day of the survey, the teacher stated that 11 of the absent students had never appeared in class. Therefore, we conclude that the response rate among students actually enrolled was higher than 84 percent.

The response rate, as a percentage of students on the class rosters, for individual schools ranged from 60 percent to 97 percent. Twenty-two of the 29 sample schools had response rates greater than 80 percent.

The overall response rate for the counselor questionnaire was 65 percent. This rate includes 3 schools that returned no counselor questionnaires, and 10 schools that returned all of the questionnaires.

C. Results

1. Dependent and Explanatory Variables

The primary purpose of the student survey was to determine whether students were aware and, if aware, made use of four options available to them as alternatives to a "regular" high school career. Those four options are: work-study or work-experience programs in which students receive academic credit for time spent on jobs either inside or outside the school; concurrent enrollment in classes at a community college or adult school for high school credits; early graduation from high school for those students who have accumulated enough credits to graduate ahead of their class; and the California High School Proficiency Examination (CHSPE) which, if taken and passed, provides students with a certificate of proficiency equivalent to a high school diploma and, therefore, enables those students who so desire to leave high school early.

Other questions in the survey were designed to elicit information about the general direction of students' high school careers. Since high school is a watershed for many young people, from which some flow directly into full-time employment and some to further full-time education, we were particularly interested in finding out what students were presently doing to prepare for either of these two futures. This information was gathered from questions about whether students were making specific preparations for college, how many vocational courses they had taken, and how much (if any) and what kind of paid work experience they had had or were having.

In the analysis which follows, awareness of options, use of options, specific preparation for college, number of vocational courses, and paid work experience are all treated as dependent variables. (Exact definitions of variables are given below.) The purpose of the following analysis is to explain differences in these outcomes among students. There are many variables which might explain these differences. Some of the possible explanatory variables were not measured by the student questionnaire. For example, personality traits--abilities, motivations, interests--were not measured. Other possible explanatory variables were measured by the questionnaire but are not used in the following analysis because they are themselves possibly explained by the dependent variables or by unobserved variables which also affect the dependent variables.

For example, students who use the work-experience-for-credit option may express different attitudes toward school, or different reasons for staying in school, or different aspirations for themselves after they graduate, than students who do not engage in work experience for credit. The difference in attitudes or aspirations may to some extent explain the use or non-use of this option. But use or non-use of this option may also to some extent explain the expressed difference in attitude or aspiration.

Rather than attempt to disentangle these separate strands of simultaneous causation, we limited the explanatory variables to those which could legitimately be considered "predetermined." That is, differences in the predetermined variables can reasonably be assumed not to be caused by the dependent variables. The explanatory variables in the analysis are therefore the student's sex, race, grade level, family background characteristics, and the size and composition of the student body in each student's school. We treat grade level as predetermined although there is a possibility that it is to some extent caused by the dependent variables; this is discussed further below. We must also acknowledge the possibility that errors in measuring the explanatory and dependent variables may be correlated with each other; if so, regression coefficients will be biased. We make no further mention of possible errors in measurement.

2. Definition of Variables for Regression Analysis

Knowledge of each option was treated as a binary variable. Students were coded 1 if they knew about an option, 0 if they did not. They were considered to know about work experience, early graduation or concurrent enrollment if they responded that they had heard of the option and if they said the option was available at their school. (We had ascertained from the administration at every school that each of these options was in fact available there.) Knowledge of CHSPE was scored in two ways. A student was considered to have partial knowledge of CHSPE if he or she had heard of it. If, in addition, a student answered correctly all five parts of question 35, he or she was scored as having thorough knowledge of CHSPE.

It is worth noting at this point that one reason why such a small proportion of eligible students take CHSPE appears to be that most students have only an incomplete understanding of it. In particular, most students who responded to question 35 said it was true that "You still need a regular high school diploma to go to a four-year college or university even if you pass CHSPE." In fact, this is not true. For example, the General Catalog of the University of California at Berkeley since 1978 has included in the section on admission a subsection entitled "High School Proficiency Examination," which states,

> "The University of California will accept the Certificate of Proficiency, awarded by the State Department of Education upon successful completion of the California High School Proficiency Examination, in lieu of the regular high school diploma. However, all other University entrance requirements (subject pattern, grades, tests) must be met . . ."

The misconception that a local high school diploma is still necessary even for those who pass CHSPE would be sufficient by itself to prevent CHSPE-taking by students who intend to go directly to a four-year college or university.

Like knowledge of options, use of each option was also treated as a binary variable, coded 1 for a student who used an option, 0 for a student who did not. In some analyses, work experience for credit was divided into two variables, according to whether or not a student was paid for the work. Intention to graduate early, and concurrent enrollment in college classes, were also both divided into separate variables, according to whether students' stated reason was that they thought it would help them get into college, or that it would help them get a job. Finally, in some analyses use of the CHSPE option was defined to include as users not only those who already had taken the test but also those who said they might take it in the future. Regressions for use of each option were restricted to students who knew about that option.

The remaining dependent variables were constructed as follows. "Hours employed per week" is the average of the number of hours a student said he or she was usually working each week in his or her present job, and the number of hours he or she usually worked each week during the previous summer, in jobs where he or she received "a paycheck on a regular basis." (Questions 8 and 9.) If a student did not have a job, hours employed were zero. A few students who reported working more than 40 hours a week on average were recoded to 40. (The rationale for such "trimming" is to give more robust results, since least-squares estimates are sensitive to outliers.)

"Preparing for college" was based on question 55. For each of the three parts of the question--completing a laboratory science course, completing two years of a foreign language, and taking the SAT or ACT test--a student was coded 0 if he or she was not planning to do it, 1 if planning to do it, and 2 if he or she had already done it. The resulting scale had a range of 0 to 6.

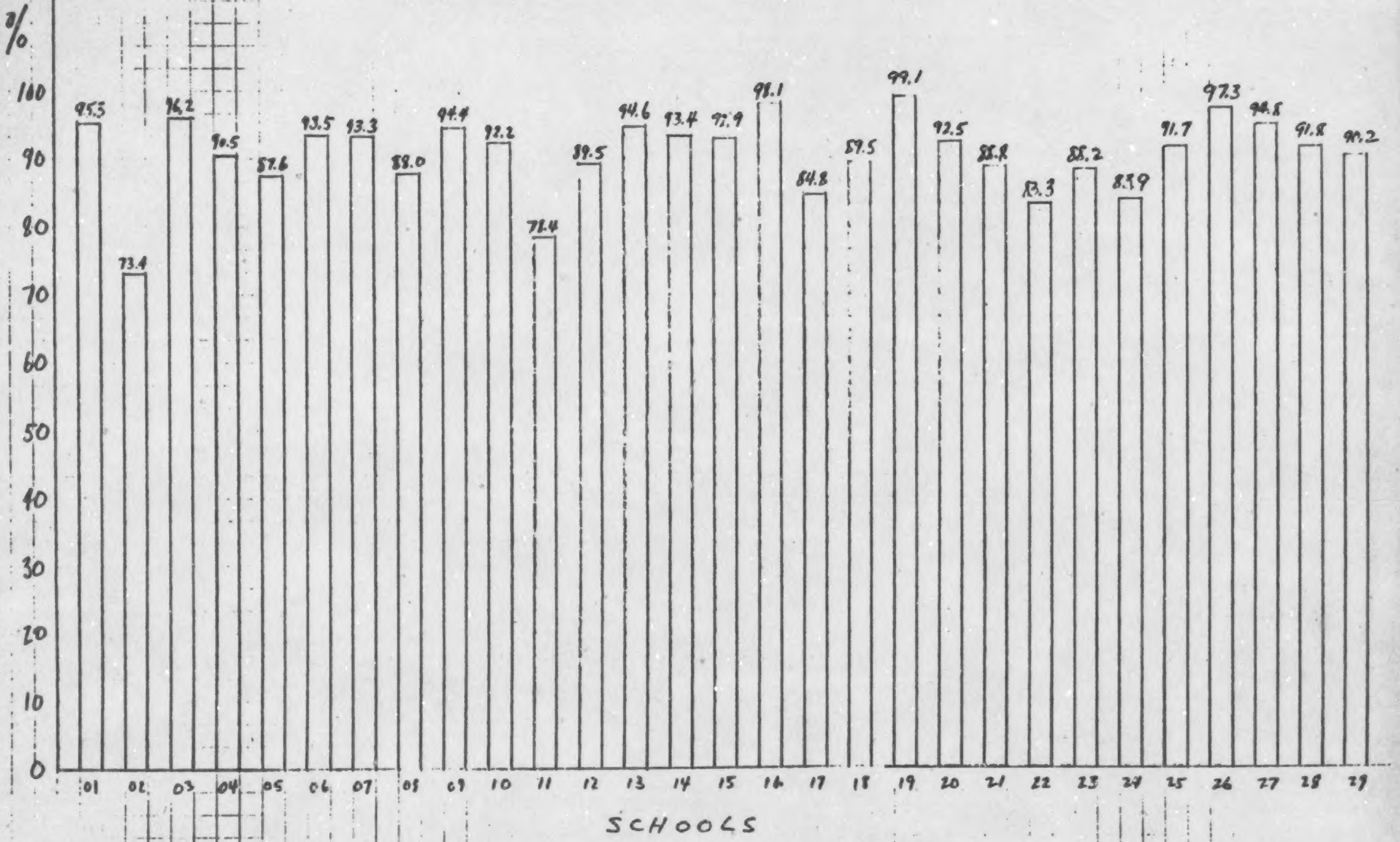
"Employed for pay or preparing for college" is simply a binary variable coded 1 if either "hours employed per week" or "preparing for college" is not zero. Students who are coded "0" on this variable are not evidently preparing themselves either for college or for work after they finish high school. In terms of career development, they appear to be out of the main streams.

Finally, "vocational education classes taken" is simply the number given in response to question 54, varying from 0 to 10. A few students who gave a number greater than 10 were recoded 10.

Figures III.1-III.11 show the distribution of these outcomes among schools. Figures III.1-III.4 show the percentages of students who have ever heard of the four options. Not all of these, in the analysis that follows, were coded as "knowing about" the options, since some incorrectly stated that the options were not available in their school. Figures III.5-III.8 show the percentages of students who were using the four options. The last three figures show the variation among schools in the number of hours students work for pay, the college preparation index, and the number of vocational classes taken.

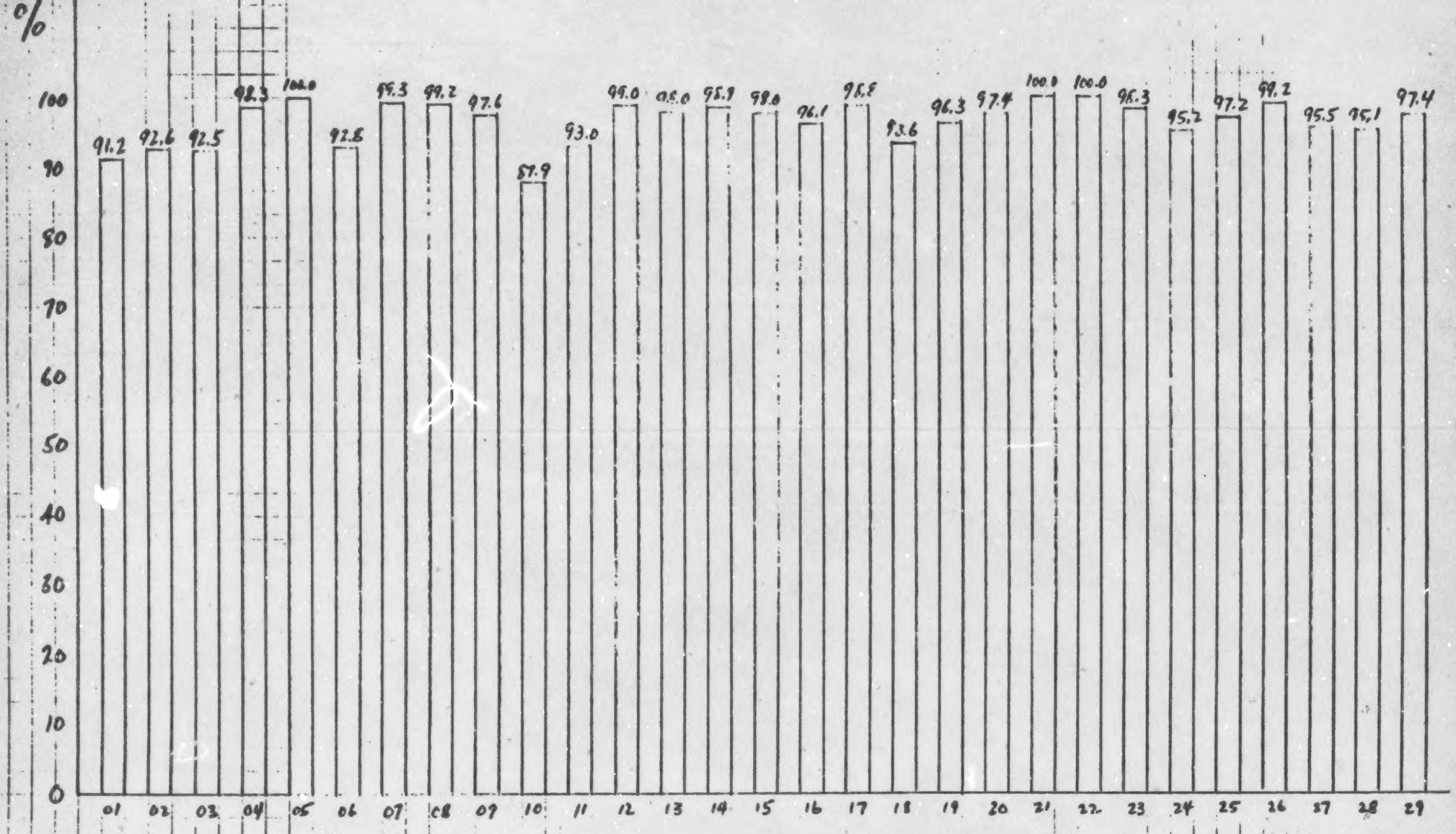
In the regression analysis, explanatory variables were defined as follows. "Female" was coded 1 for girls, 0 for boys. "Grade level" ranged from a value of 1 for first-semester juniors to 4 for second-semester seniors. "Average parents' education" had a possible range from 1 for eighth grade or less to 8 for a graduate degree (from questions 59 and 63). If there was only one parent or parent-surrogate, the value for that parent was used by itself. "Imputed family earnings" were divided by first coding the responses to questions about parents' occupations into three-digit census codes, then attributing to each employed parent the mean earnings for his or her occupation in California in 1970. If a parent was reported

FIGURE III.1



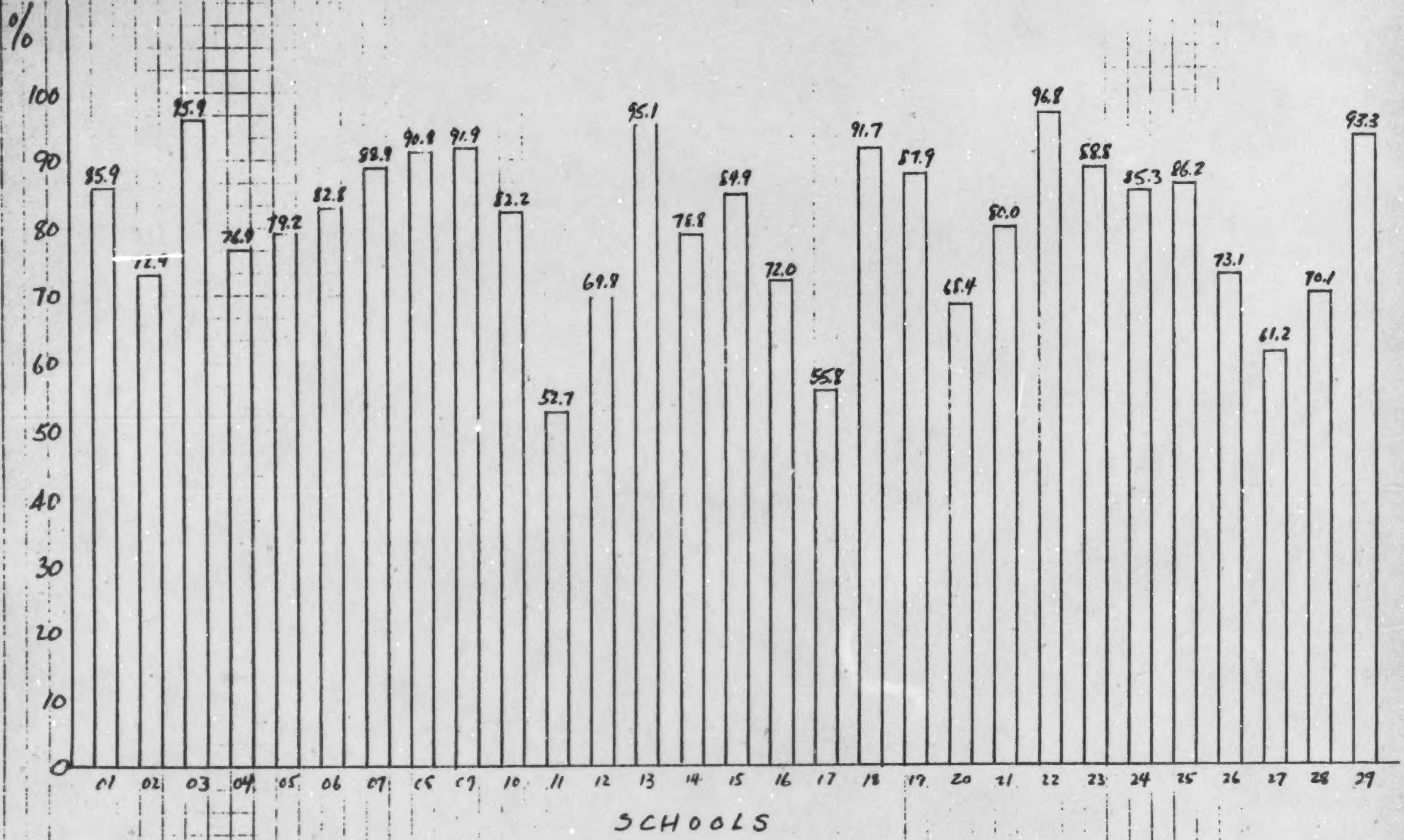
PERCENTAGE OF STUDENTS RESPONDING WHO HAVE HEARD OF WORK-EXPERIENCE OPTION, FOR EACH SCHOOL.

FIGURE III.2



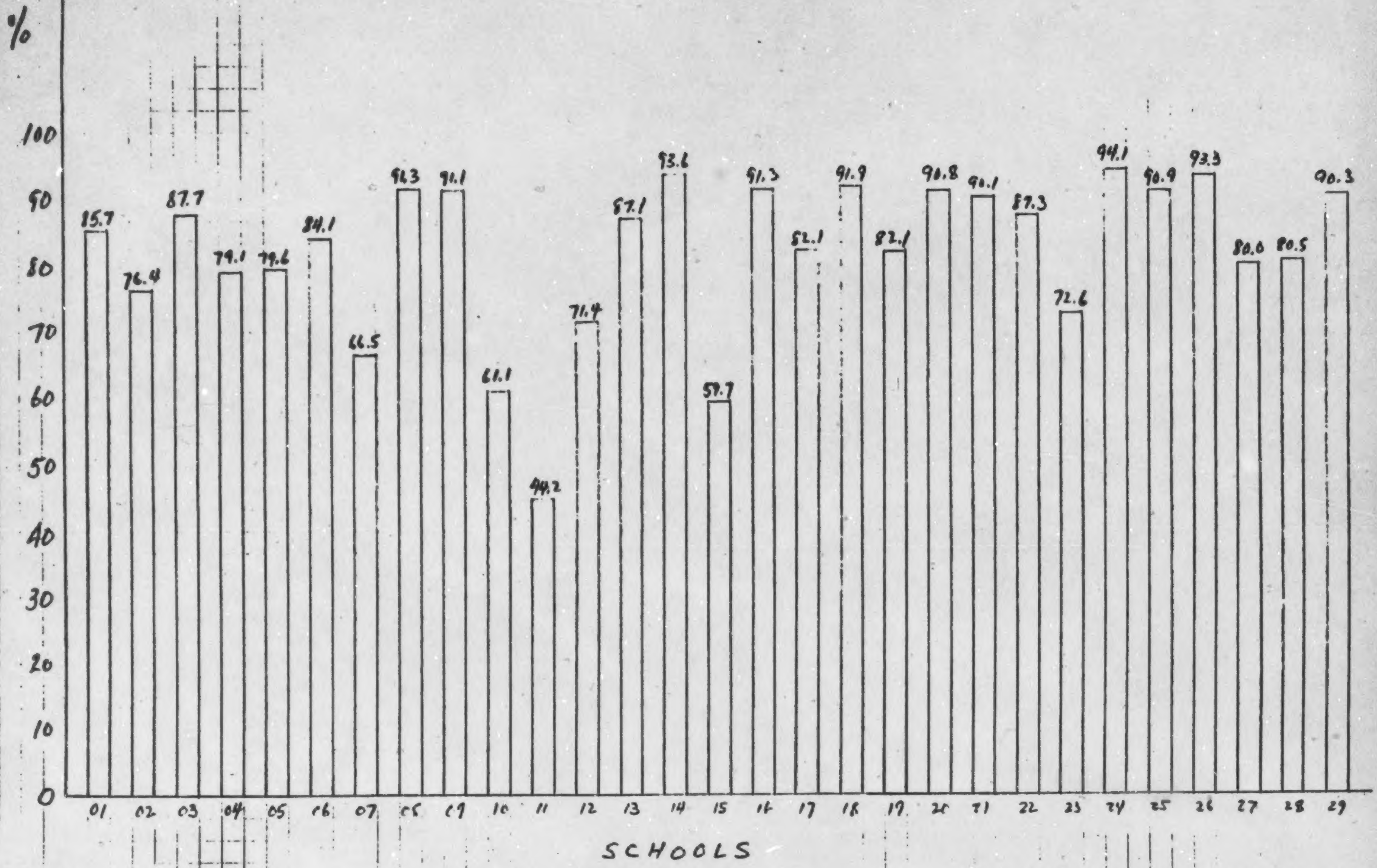
PERCENTAGE OF STUDENTS RESPONDING WHO HAVE HEARD OF EARLY GRADUATION OPTION, FOR EACH SCHOOL.

FIGURE III.3



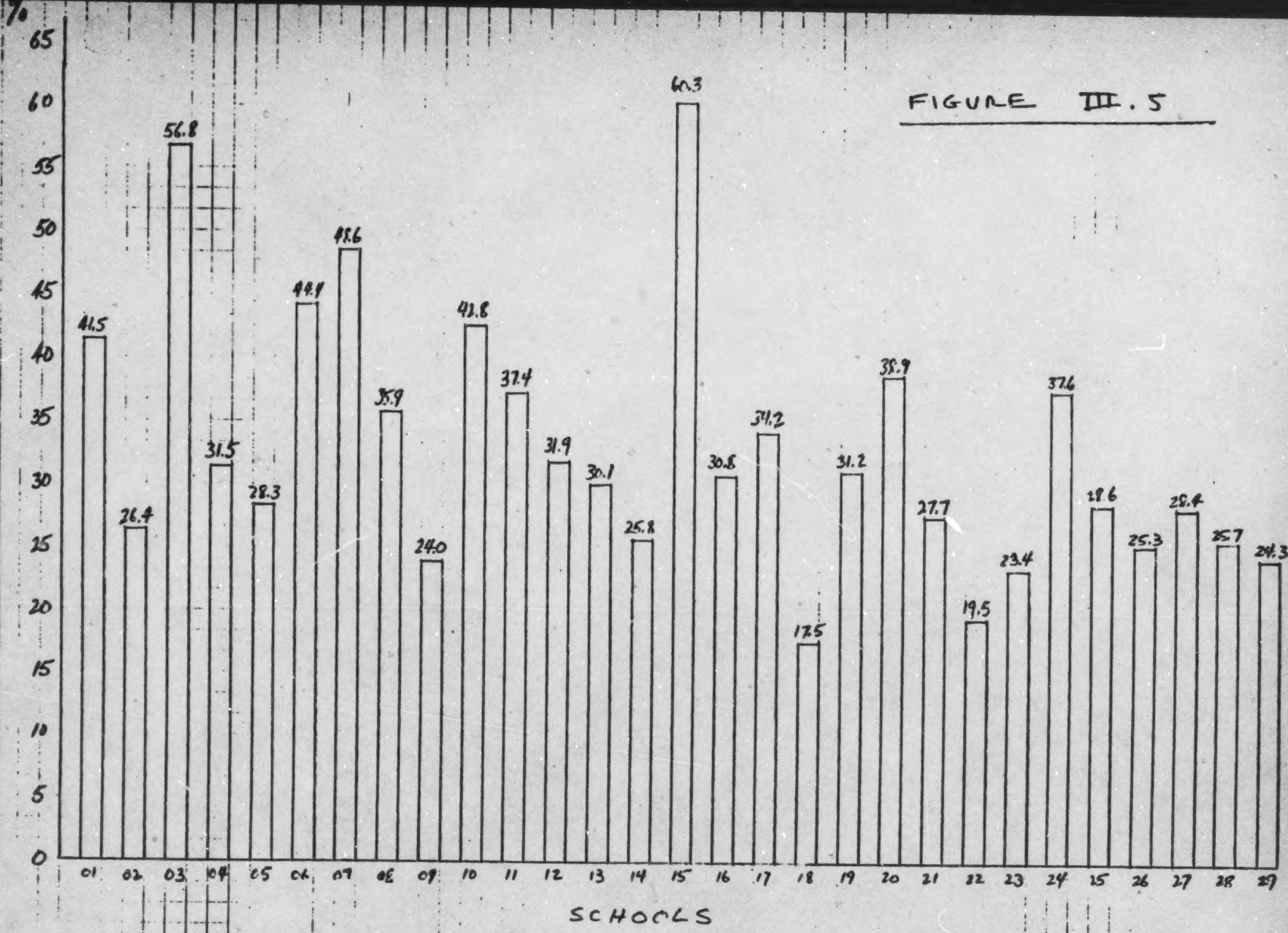
PERCENTAGE OF STUDENTS RESPONDING WHO HAVE HEARD OF CONCURRENT ENROLLMENT OPTION, FOR EACH SCHOOL.

FIGURE III.4



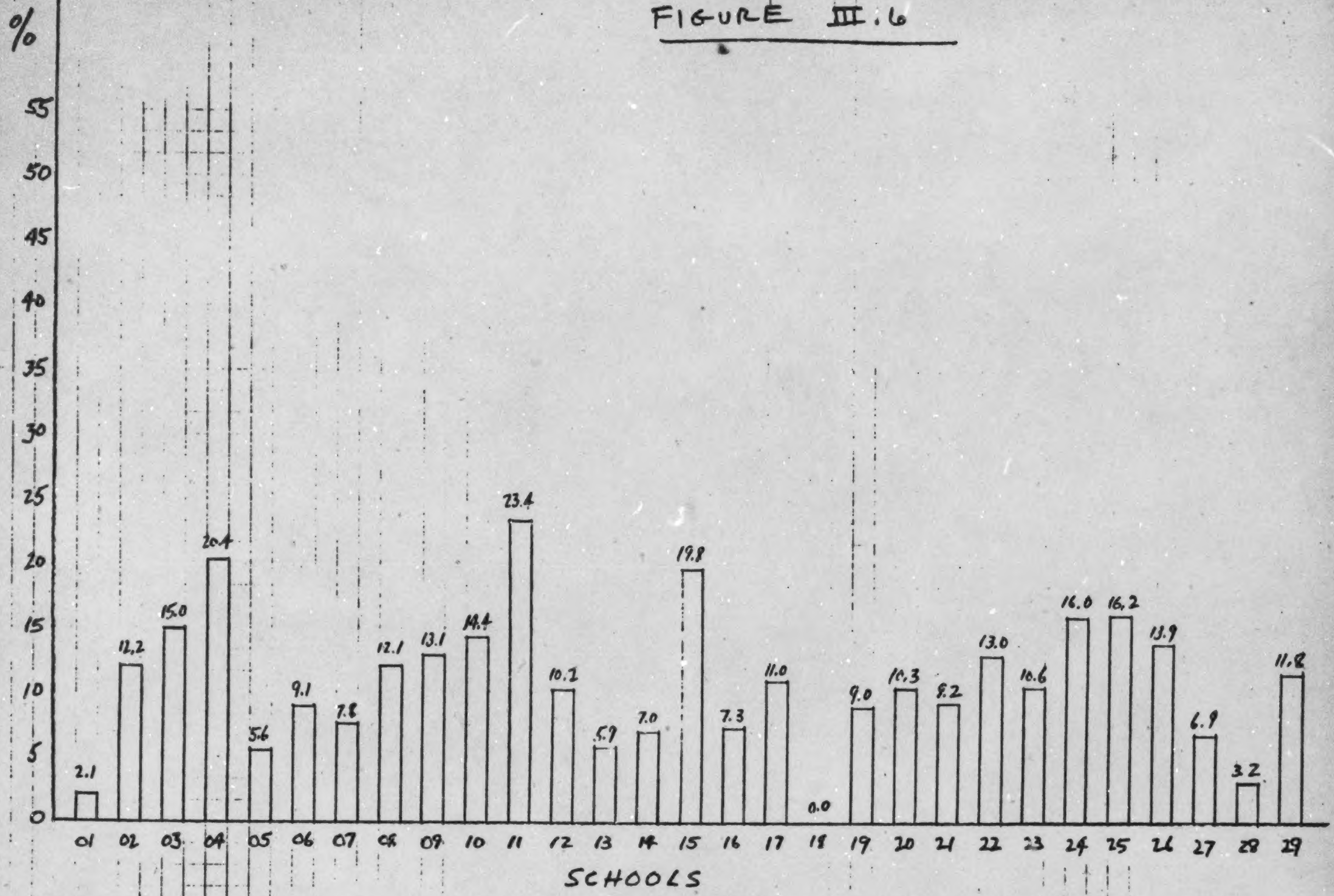
PERCENTAGE OF STUDENT RESPONDING WHO HAVE HEARD OF CHSPE, FOR EACH SCHOOL.

FIGURE III. 5



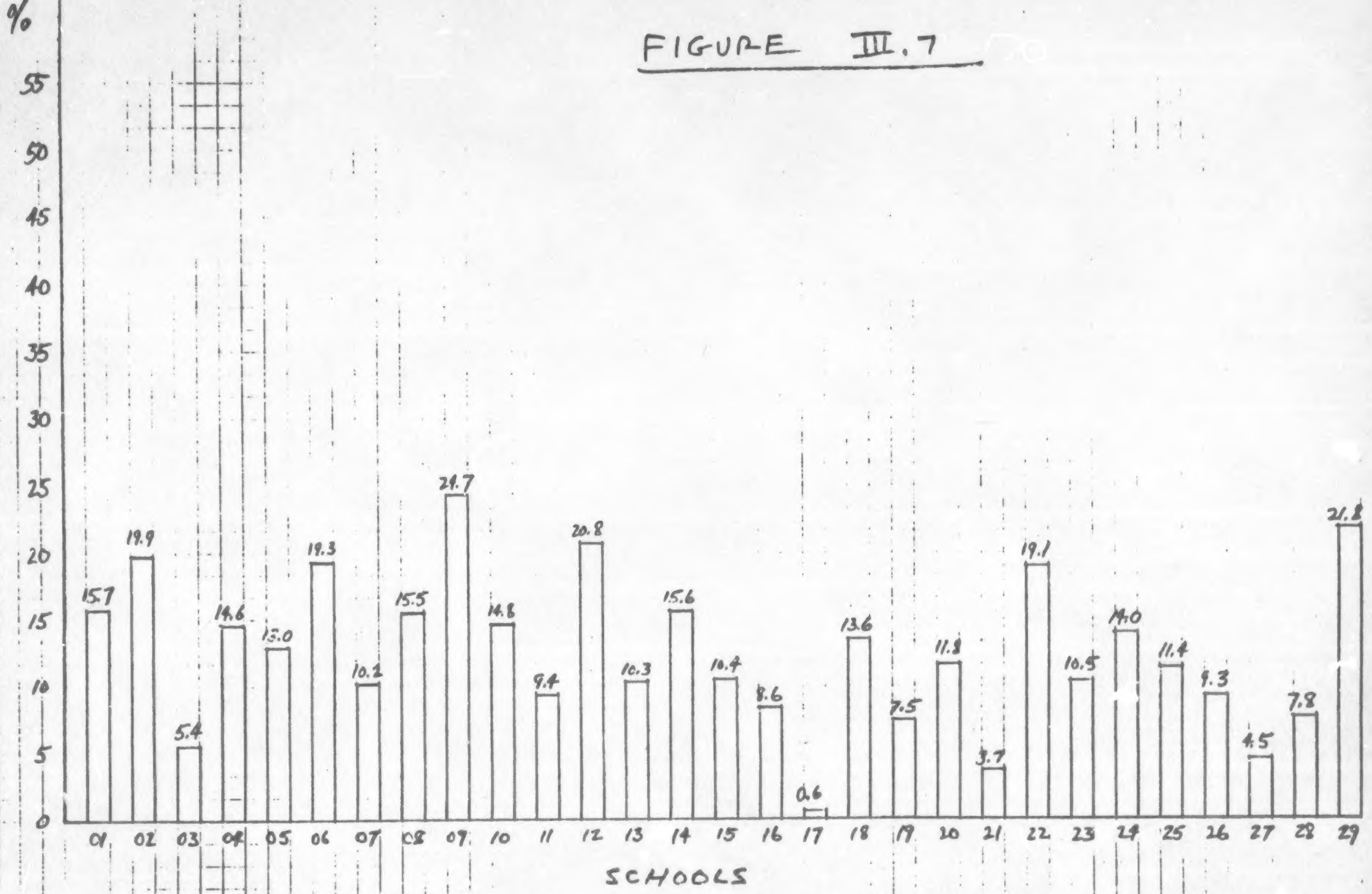
: PERCENTAGE OF STUDENTS RESPONDING WHO HAVE RECEIVED CREDIT FOR WORK EXPERIENCE, FOR EACH SCHOOL.

FIGURE III.6



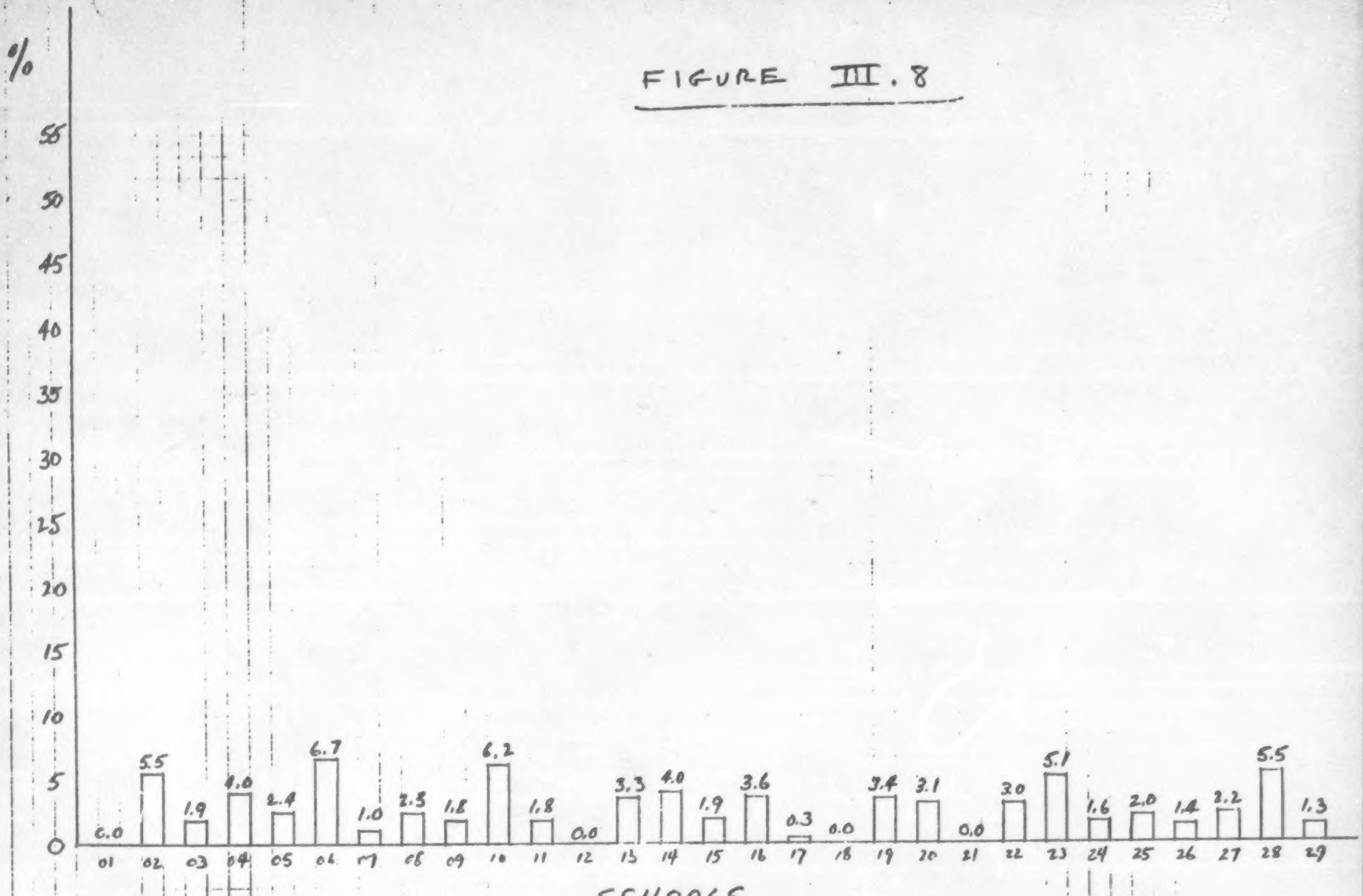
PERCENTAGE OF STUDENTS RESPONDING WHO PLAN TO GRADUATE EARLY, FOR EACH SCHOOL

FIGURE III.7



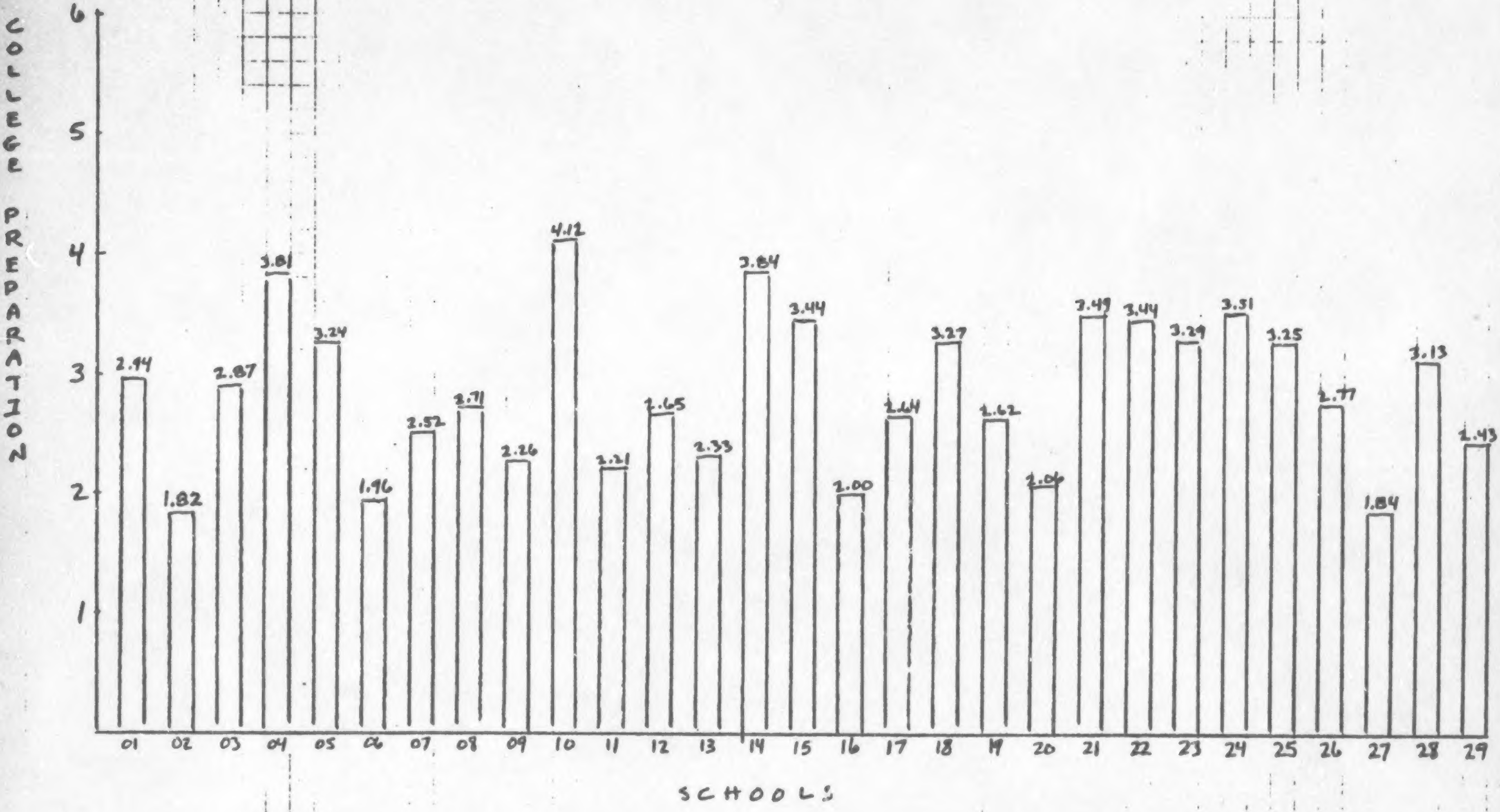
PERCENTAGE OF STUDENTS RESPONDING WHO HAVE RECEIVED CREDIT FOR CONCURRENT ENROLLMENT, FOR EACH SCHOOL.

FIGURE III.8



PERCENTAGE OF STUDENTS RESPONDING WHO HAVE EVER TAKEN THE CALIFORNIA HIGH SCHOOL PROFICIENCY EXAM, FOR EACH SCHOOL

FIGURE III.9



MEAN INDEX OF COLLEGE PREPARATION,
BY SCHOOL

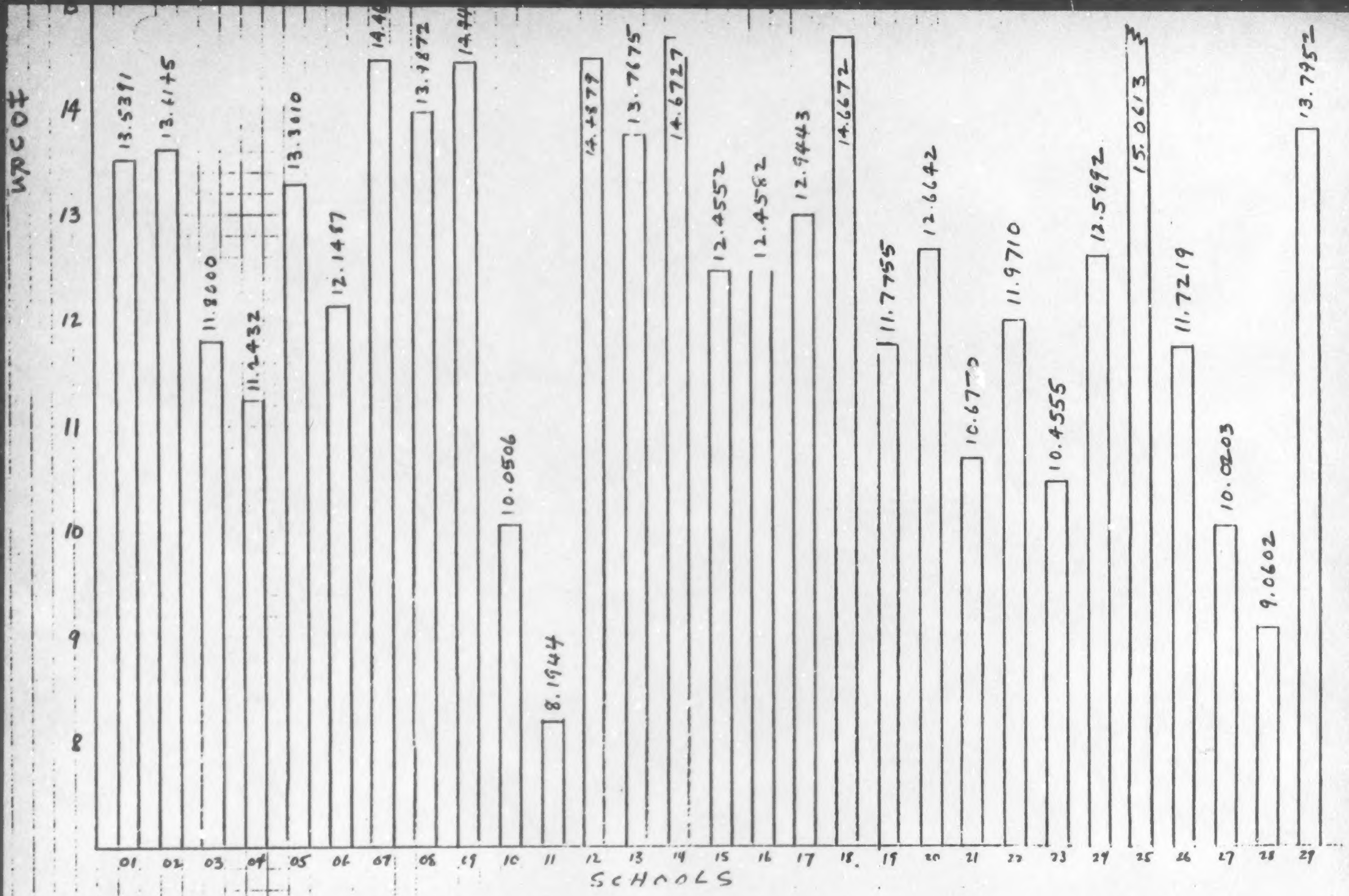
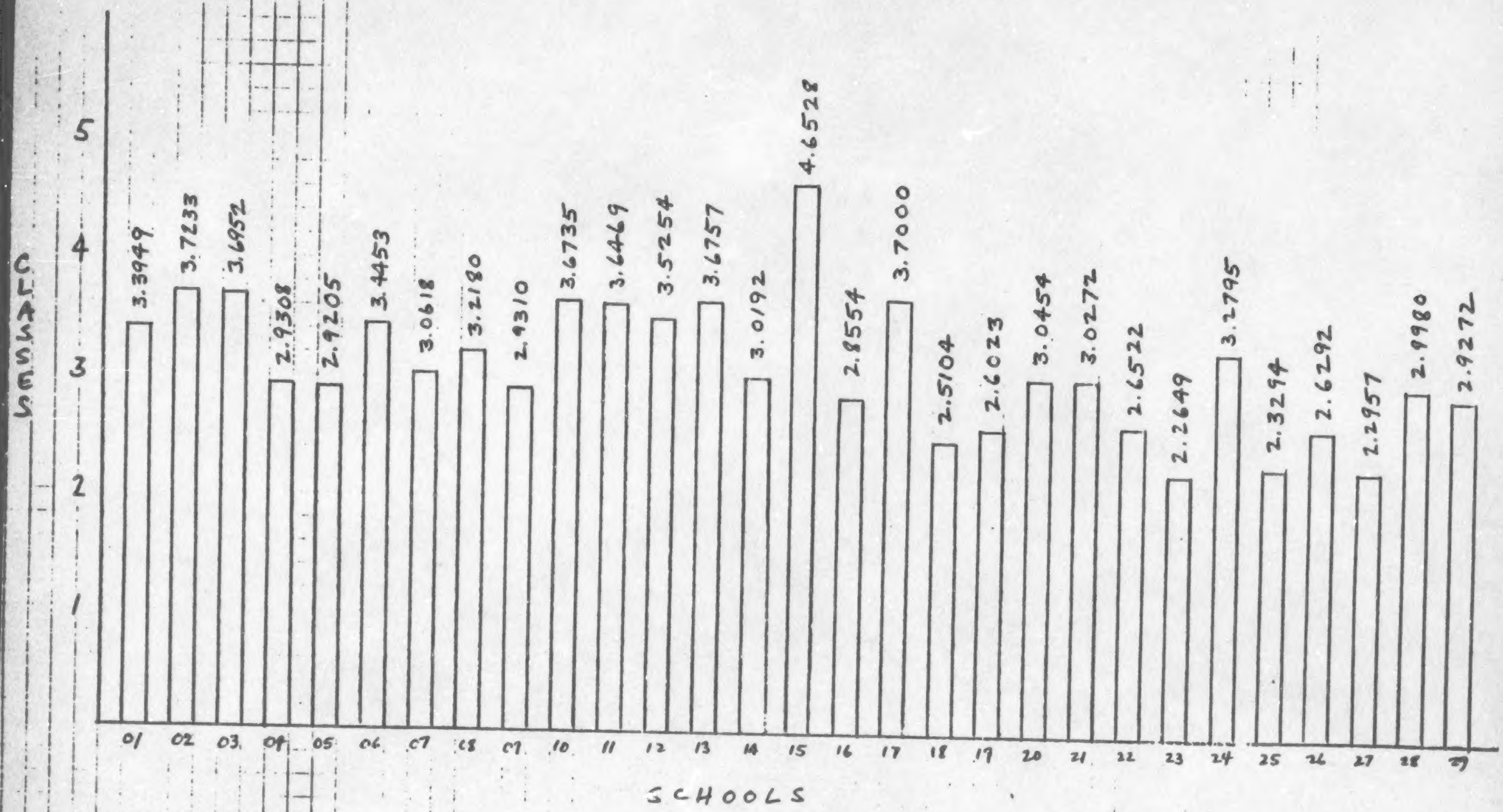


FIGURE III.10 MEAN NUMBER OF HOURS EMPLOYED PER WEEK, BY SCHOOL

FIGURE III.11



MEAN NUMBER OF VOCATIONAL EDUCATION CLASSES TAKEN, BY SCHOOL usually to work part time, his or her earnings were imputed as half the mean earnings for his or her occupation. "Imputed family earnings" for the student were then the sum of the imputed earnings for both parents, if there were two.

The fact that mean earnings were generally higher in 1978 than in 1970 does not necessarily produce any serious problem, because if all earnings grew at the same rate, then our regression coefficients (and standard errors) on imputed earnings would simply be too large by the same factor. But if earnings grew faster for some occupations than for others, then using 1970 data misrepresents the relative financial position of different families in 1978. There is also likely to be substantial error caused by the fact that very few people earn exactly the mean income for their occupational group. These last two sources of error tend to reduce the explanatory power of imputed family earnings.

"'Traditional' family structure" is a binary variable coded 1 if the student's father works full time for pay and mother is a homemaker. The variables for race/ethnicity are also binary, coded 1 if the student reported himself or herself to be in the designated group. As explained in the section on sampling, some students who called themselves American Indian most likely are not. Finally, school size is the total number of juniors and seniors enrolled in Fall 1978. This number was obtained from the administration at each school at the time of the student survey.

3. Regression Results

Specification of the regression equations is based on a discussion by Cronbach.* One way to estimate the relationship between dependent and explanatory variables is to run a regression with all variables measured for individual students. This is done in Tables III.2-4. But a coefficient in these regressions does not simply measure the effect of an individual student characteristic on the dependent variable. It also measures the effect of being in a school where more students possess that characteristic. For example, in Table III.4 it appears that black students are less likely to know about options. But Table III.5 shows that this is mainly attributable to the fact that there is less knowledge of options in schools which have relatively large proportions of black students. Apart from the fact that black students have a greater likelihood than other students of being in predominantly black schools, Table III.5 shows that black students are not significantly less likely than other students to know about options (except that they are significantly less likely to have thorough knowledge of CHSPE). In the regressions in Table III.5 therefore, there are a pair of coefficients for several of the explanatory variables. The first is an estimate of the association of the dependent variable with the amount of difference in the explanatory variable between an individual student and the mean for all students in the school. The second measures the association of the dependent variable with the amount of difference between the mean for a given student's school and the mean for all schools.

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*Lee J. Cronbach: Research on Classrooms and Schools: Formulation of Questions, Design, and Analysis; Stanford Evaluation Consortium, School of Education, Stanford University, July 1976.

Cronbach notes, however, that with more than two explanatory variables the distribution of coefficient estimates is not known, so the reported standard errors in Table III.5 should be treated as rough approximations. This is all the more true in regressions with binary dependent variables, since the estimates here have not been adjusted for heteroskedasticity.

Two explanatory variables, sex and grade level, were used only as student-level measures in the regressions in Table III.5, because the means for these variables are nearly the same from school to school.

Tables III.2-5 show that females are generally less involved in paid work. They spend fewer hours a week in paid employment and take fewer vocational classes.

TABLE III.2

REGRESSIONS FOR OTHER SCHOOL OUTCOMES IN THE POOLED SAMPLE, WITH NINE MEASURES OF INDIVIDUAL BACKGROUND CHARACTERISTICS

Predetermined Variables	Hours Employed Per Week	Preparing For College	Employed For Pay Or Preparing For College	Vocational Education Classes Taken
Female	-3.042 (.475)	.128 (.07)	-.061 (.012)	-.397 (.11)
Grade level	2.892 (.233)	.125 (.036)	.313 (.006)	.172 (.05)
Average parents' education	-.399 (.146)	.327 (.025)	.012 (.004)	-.257 (.03)
Imputed family earnings	.00014 (.00006)	.000017 (.000008)	.000002 (.000001)	.000025 (.000014)
"Traditional" family structure	-1.844 (.542)	.180 (.08)	-.042 (.014)	-.237 (.127)
"American Indian"	3.183 (1.450)	-.281 (.22)	-.06 (.037)	.698 (.340)
Asian	-1.832 (.837)	.508 (.14)	-.024 (.024)	-.298 (.196)
Black	-2.062 (.723)	.142 (.13)	-.015 (.022)	.783 (.170)
Hispanic	-.720 (.953)	-.342 (.14)	-.077 (.024)	.075 (.22)
Constant	4.906 (1.126)	.810 (.16)	.806 (.027)	2.960 (.264)
Dependent variable mean	12.569	2.848	.894	2.77
$\bar{R}^2$	.09	.13	.04	.05
Residual degrees of freedom	2234	2288	2355	2234

SRC. I.D. # __ __ __ __ __ __
(1-6)

7-8/01

9/TRACKIN CODES
RANGES
0-3, 5

0. No Tracking
1. Low Ability
2. Average Ability
3. High Ability
5. Minority

APPENDIX III-A

STUDENT QUESTIONNAIRE

INSTRUCTIONS FOR COMPLETING THE QUESTIONNAIRE

Put an "X" in the box next to the statement that best answers the question.

FOR EXAMPLE:

1. Are you: 1 ☒ *Female*
2 ☐ *Male*

In all cases you will "X" only one box for each question unless the question itself contains the instruction, "CHECK ALL THAT APPLY."

Please follow the SKIP instructions carefully.

FIRST, WE WOULD LIKE TO ASK YOU SOME QUESTIONS ABOUT YOURSELF AND YOUR EXPERIENCES IN HIGH SCHOOL.

V5 1. Are you: 1 ☐ female 10/
2 ☐ male
9 ☐ missing data

V6 2. How old are you now? 11-12/

________ years old.

14-21. AGE
99. MISSING DATA

V7 3. What grade are you in now?

1 ☐ 11th grade, 1st semester 13/
2 ☐ 11th grade, 2nd semester
3 ☐ 12th grade, 1st semester
4 ☐ 12th grade, 2nd semester
5 ☐ Other (specify) ________________
9 ☐ MISSING DATA

V8 4. When did you first come to this high school?

1 ☐ In the 9th grade 14/
2 ☐ In the 10th grade
3 ☐ In the 11th grade
4 ☐ In the 12th grade
9 ☐ MISSING DATA

274

Q. 5

	CARD	COLUMN
1. DID NOT PARTICIPATE	01	15-29
2. PARTICIPATED: SOMEWHAT ACTIVE		
3. PARTICIPATED: VERY ACTIVE		
0. QUESTION NOT ANSWERED		
9. MISSING DATA		

5. How active have you been in each of the following school activities since you've been in high school? *(CHECK ONE BOX FOR EACH ACTIVITY)*

		Did not participate 1	Participated: somewhat active 2	Participated: very active 3	
V9	a) School newspaper or yearbook	☐	☐	☐	15/
V10	b) Student government or school advisory group	☐	☐	☐	16/
V11	c) Interscholastic sports or school teams	☐	☐	☐	17/
V12	d) Cheerleading or Rally Committee or Drill Team	☐	☐	☐	18/
V13	e) School plays or musicals	☐	☐	☐	19/
V14	f) Honor Society or California Scholastic Federation	☐	☐	☐	20/
V15	g) Ethnic organizations such as Black Students Union or La Raza	☐	☐	☐	21/
V16	h) Service clubs such as Key Club or American Field Service	☐	☐	☐	22/
V17	i) Model U.N. or Junior Statesmen or Girls' or Boys' State	☐	☐	☐	23/
V18	j) Debating or Forensics Union	☐	☐	☐	24/
V19	k) Outdoor clubs such as Hiking or Ski Club	☐	☐	☐	25/
V20	l) Science or math or computer clubs ..	☐	☐	☐	26/
V21	m) Other 1 (What?____________________________________)	☐	☐	☐	27/
V22	n) Other 2 (Column 28)		☐	☐	28/
V23	o) Career Groups: Future Farmers of America		☐	☐	29/
	(Column 29) Future Businessmen of America				30/

Q. 6

	CARD	COLUMN
	01	31

1. YES
2. NO
9. MISSING DATA

Q. 7

	CARD	COLUMN
	01	32-35

1. YES
0. NO
9. ENTIRE QUESTION NOT ANSWERED
ƀ. DOES NOT APPLY (Q. 6 ≠ 1)

Q. 8a

	CARD	COLUMN
	01	39

1. YES
2. NO
9. MISSING DATA
ƀ. DOES NOT APPLY (Q. 6 ≠ 1)

Q. 8b.

	CARD	COLUMN
	01	40-41

01-60. # HRS. WORKED PER WEEK
61. SIXTY-ONE OR MORE HRS. WORKED PER WEEK
99. MISSING DATA
ƀƀ. DOES NOT APPLY (Q. 8a ≠ 1)

Q. 9a

	CARD	COLUMN
	01	42

1. YES
2. NO
9. MISSING DATA
ƀ. DOES NOT APPLY (Q 6 ≠ 1)

Q. 9b.

	CARD	COLUMN
	01	43-44

01-60. # HRS. WORKED PER WEEK
61. SIXTY-ONE OR MORE HRS. WORKED PER WEEK
99. MISSING DATA
ƀƀ. DOES NOT APPLY (Q 9a ≠ 1)

Q. 9c

0. NOT CHECKED
1. CHECKED
ƀ. DOES NOT APPLY (Q 9a ≠ 1)

	CARD	COLUMN
	01	45-54

24 6. Have you ever had a job outside your home where you got a paycheck on a regular basis?

1 ☐ Yes　　　　2 ☐ No *(SKIP TO PAGE 4)*　　　　31/

[illegible] 7. *IF YES:* Have you ever had a job where: *(CHECK "YES" OR "NO" FOR EACH)*

		Yes 1	No 0	
V25	a) you enjoyed the work	☐	☐	32/
V26	b) you had a chance to move up to a better position	☐	☐	33/
V27	c) you got training in a new skill	☐	☐	34/
V28	d) it was like the work you want to do for your career	☐	☐ *(SKIP TO QUESTION 8)*	35/

V29 e) *IF YES:* What was the job that was like the work you want to do for your career?

36-38/bb

V30 8a. This past summer, did you have a job where you got a paycheck on a regular basis?

1 ☐ Yes　　　　2 ☐ No *(SKIP TO QUESTION 9)*　　　　39/

8b. *IF YES:* About how many hours per week did you usually work? ________________ (number of hours)

40-41/

V32 9a. Do you have a job now where you get a paycheck on a regular basis?

1 ☐ Yes　　　　2 ☐ No *(SKIP TO PAGE 4)*　　　　42/

33 9b. *IF YES:* About how many hours per week do you usually work? ________________ (number of hours)

9c. How did you find the job you now have? *(CHECK ALL THAT APPLY)*　　　　43-44/

V34 45/ 01 ☐ Parents or other relatives
V35 46/ 02 ☐ Friends outside of school
V36 47/ 03 ☐ Students at school
V37 48/ 04 ☐ Counselor, teacher(s), other school staff
V38 49/ 05 ☐ Classes or special programs at school
V39 50/ 06 ☐ Special programs outside of school (NYC, SPEDY)
V40 51/ 07 ☐ Employment agencies or offices
[illegible] 52/ 08 ☐ Help wanted signs or advertisements
[illegible] 53/ 09 ☐ Something different *(PLEASE DESCRIBE:* ________________________________ *)*
V43 54/ 10 ☐ GOING OUT & LOOKING; GOING DIRECTLY TO POTENTIAL EMPLOYERS
55/ b

Q.10

CARD	COLUMN
01	56

1. YES
2. NO
9. MISSING DATA

Q.11

CARD	COLUMN
01	57

1. YES
2. NO
3. DON'T KNOW
9. MISSING DATA
b̸. DOES NOT APPLY (Q.10 ≠ 1)

Q.12

CARD	COLUMN
01	58

1. YES
2. NO
9. MISSING DATA
b̸. DOES NOT APPLY (Q.11≠2,3)

Q. 13

CARD	COLUMN
01	59-67

0. NOT CHECKED
1. CHECKED
b̸. DOES NOT APPLY (Q11 ≠ 1)

Some schools have programs where students can get high school credit for VOLUNTEER WORK, OUTSIDE WORK EXPERIENCE (OWE), INSIDE WORK EXPERIENCE (IWE), WORK STUDY, TUTORING.

V44 10. Have you heard about these kinds of programs?

1 ☐ Yes 2 ☐ No *(SKIP TO PAGE 6)* 56/

V45 11. *IF YES:* Does your school have this kind of program for students? 57/

1 ☐ Yes 2 ☐ No 3 ☐ I don't know

V46 12. *IF NO OR DON'T KNOW:* If your school did have this program, would you want to participate?

1 ☐ Yes 2 ☐ No 58/

(SKIP TO PAGE 6)

13. *IF YES:* Where did you learn about programs where students get school credits for working? *(CHECK ALL THAT APPLY)*

v47 59/ 1 ☐ School announcement, notice, school newspaper

v48 60/ 2 ☐ Counselor

v49 61/ 3 ☐ Teacher(s)

v50 62/ 4 ☐ Other school staff (principal, dean, etc.)

v51 63/ 5 ☐ Students at school

v52 64/ 6 ☐ Outside of school (parents, friends, TV, local newspaper)

v53 65/ 7 ☐ Some other 1st way (How?________________________)

4 66/ 8 ☐ Other 2nd mention

v55 67/ 9 ☐ Other 3rd mention

68-8

Q. 14

CARD	COLUMN
02	10

1. YES
2. NO
9. MISSING DATA
0. DOES NOT APPLY (Q11 ≠ 1)

Q. 15

CARD	COLUMN
02	11-24

0. NOT CHECKED
1. CHECKED
0. DOES NOT APPLY (Q14 ≠ 2.)

Q. 16

CARD	COLUMN
02	25

1. YES
2. NO
9. MISSING DATA
0. DOES NOT APPLY (Q 14 ≠ 1)

Q. 17

CARD	COLUMN
02	26-37

0. NOT CHECKED
1. CHECKED
0. DOES NOT APPLY (Q 14 ≠ 1)

7-8/02
9

V56 14. Have you ever gotten school credit for working in one of these programs? 10/

1 ☐ Yes 2 ☐ No

15. *IF NO:* Why have you not been in this kind of program? *(CHECK ALL THAT APPLY)*

11/
V57 12/ 01 ☐ I don't want a job right now.
V58 13/ 02 ☐ I don't know enough about the program.
V59 14/ 03 ☐ I am not old enough for the program.
V60 15/ 04 ☐ I don't meet the requirements of the program.
V61 16/ 05 ☐ I couldn't find the right kind of job.
V62 17/ 06 ☐ There aren't enough openings in the program.
V63 18/ 07 ☐ I don't have enough time in my school schedule.
V64 19/ 08 ☐ None of my friends are doing it.
V65 20/ 09 ☐ My counselor or teacher(s) didn't think I should.
V66 21/ 10 ☐ My parents don't want me to work right now.
V67 22/ 11 ☐ I don't have transportation.
V68 23/ 12 ☐ Other 1st (What? ____________________)
V69 13 ☐ Other 2nd *(GO TO PAGE 6)*
V70 24/ 14 ☐ I already have a job

V71 16. *IF YES:* Did you get paid for your work when you got school credit for working? 2

1 ☐ Yes 2 ☐ No

17. What were your reasons for deciding to do this? *(CHECK ALL THAT APPLY)*

V72 26/ 01 ☐ It might help me get a job after high school.
73 27/ 02 ☐ It might help me get into college.
74 28/ 03 ☐ I thought I would like it better than regular classes.
75 29/ 04 ☐ I wanted to find out what it's like to have a job.
76 30/ 05 ☐ In order to earn money.
77 31/ 06 ☐ My parents thought it would be a good idea for me.
78 32/ 07 ☐ My counselor or teacher(s) thought it would be a good idea for me.
79 33/ 08 ☐ My friends are doing it.
80 34/ 09 ☐ So that I could work more than 4 hours a day or 24 hours a week.
81 35/ 10 ☐ Other 1 (What? ____________________)
82 36/ 11 ☐ other 2
83 37/ 12 ☐ To get the credits

Q.18

	CARD	COLUMN
	02	38

1. YES
2. NO
9. MISSING DATA

Q. 19

	CARD	COLUMN
	02	39

1. YES
2. NO
3. I DON'T KNOW
9. MISSING DATA
b̸. DOES NOT APPLY (Q.18 ≠ 1)

Q. 20

	CARD	COLUMN
	02	40

1. YES
2. NO
9. MISSING DATA
b̸. DOES NOT APPLY (Q. 19 ≠ 2,3)

Q. 21

	CARD	COLUMN
	02	41-49

0. NOT CHECKED
1. CHECKED
b̸. DOES NOT-APPLY (Q.19 ≠ 1)

Some schools allow students to GRADUATE EARLY by taking extra classes or going to summer school.

V84 18. Have you heard about graduating early?

1 ☐ Yes   2 ☐ No *(SKIP TO PAGE 8)*   38/

V85 19. *IF YES:* Does your school allow students to graduate early?   39/

1 ☐ Yes   2 ☐ No   3 ☐ I don't know

V86 20. *IF NO OR DON'T KNOW:* If your school did have early graduation, would you want to participate?

1 ☐ Yes   2 ☐ No

(SKIP TO PAGE 8)   40/

21. *IF YES:* Where did you learn about graduating early? *(CHECK ALL THAT APPLY)*

87 41/ 1 ☐ School announcement, notice, school newspaper
88 42/ 2 ☐ Counselors
89 43/ 3 ☐ Teachers
90 44/ 4 ☐ Other school staff (principal, dean, etc.)
91 45/ 5 ☐ Students at school
92 46/ 6 ☐ Outside of school (parents, friends, TV, local newspaper)
93 47/ 7 ☐ Some 1st other way (How?______________________________)
94 48/ 8 ☐ 2nd other
95 49/ 9 ☐ 3rd other

	CARD	COLUMN
Q. 22	02	50

1. Yes
2. NO
9. MISSING DATA
b̸. Does Not Apply (Q 19≠1)

	CARD	COLUMNS
Q. 23	02	51-59

0. Not Checked
1. Checked
b̸. Does Not Apply (Q 22≠2)

	CARD	COLUMNS
Q. 24	02	61-70

0. Not Checked
1. Checked
b̸. Does Not Apply (Q 22 ≠1)

V96 22. Are you planning to graduate early? 50/

1 ☐ Yes 2 ☐ No

COLUMN 59

Not old enough
· Don't want to, NFS
Extracurricular activities
Not ready; need time
Get better education
I like high school

23. *IF NO:* Why are you not graduating early? *(CHECK ALL THAT APPLY)*

V97 51/ 1 ☐ I didn't think about it soon enough.

98 52/ 2 ☐ I didn't want to take extra classes during the year or go to summer school.

99 53/ 3 ☐ I want to graduate with my class.

100 54/ 4 ☐ None of my friends are graduating early.

101 55/ 5 ☐ I want to take more advanced classes here

102 56/ 6 ☐ My counselor or teacher(s) didn't think I should.

103 57/ 7 ☐ My parents don't want me to graduate early.

104 58/ 8 ☐ Other (What?______________________________)

105 59/ 9 ☐ See specified *(GO TO PAGE 8)*

~~106~~ 60/ "Others" for column 59

24. *IF YES:* Why did you decide to graduate early? *(CHECK ALL THAT APPLY)*

106 61/ 1 ☐ I want to go to work as soon as I can.

107 62/ 2 ☐ I want to go to college as soon as I can.

108 63/ 3 ☐ I'm not learning enough in high school.

109 64/ 4 ☐ High school just isn't much fun.

110 65/ 5 ☐ My counselor or teacher(s) thought it would be a good idea.

111 66/ 6 ☐ My parents thought it would be a good idea.

112 67/ 7 ☐ My friends are doing it.

113 68/ 8 ☐ Other 1st (What?______________________________)

114 69/ 9 ☐ Other 2nd

70/ 10 ☐ Other 3rd

71-8

Q. 25 CARD 03 COLUMN 10

1. Yes
2. No
9. MISSING DATA

Q. 26 CARD 03 COLUMN 11

1. Yes
2. No
3. I Don't Know
9. MISSING DATA
b̸. Does Not Apply (Q.25 ≠ 1)

Q. 27 CARD 03 COLUMN 12

1. Yes
2. No
9. MISSING DATA
b̸. Does Not Apply (Q.26 ≠ 2,3)

Q. 28 CARD 03 COLUMN 13-21

0. NOT CHECKED
1. CHECKED
b̸. DOES NOT APPLY (Q.26 ≠ 1)

(1-6)
7-8/03
9/

Some schools allow students to take classes at a JUNIOR COLLEGE, UNIVERSITY OR ADULT NIGHT SCHOOL while they are still attending high school.

116 25. Have you heard that students can do this?

1 ☐ Yes   2 ☐ No *(SKIP TO PAGE 10)*   10/

117 26. *IF YES:* Does your school allow students to do this?   11/

1 ☐ Yes   2 ☐ No   3 ☐ I don't know

118 27. *IF NO OR DON'T KNOW:* If your school did allow this, would you want to do it?

1 ☐ Yes   2 ☐ No   12/

(SKIP TO PAGE 10)

28. *IF YES:* Where did you learn about this? *(CHECK ALL THAT APPLY)*

119 13/ 1 ☐ School announcement, notice, school newspaper
120 14/ 2 ☐ Counselor
121 15/ 3 ☐ Teacher(s)
122 16/ 4 ☐ Other school staff (principal, dean, etc.)
123 17/ 5 ☐ Students at school
124 18/ 6 ☐ Outside of school (parents, friends, TV, local newspaper)
125 19/ 7 ☐ Some other way (How?________________________)
126 20/ 8 ☐ College Representative
127 21/ 9 ☐ College Catalogue

Q.29

CARD	COLUMN
03	22

1. YES
2. NO
9. MISSING DATA
b̸. DOES NOT APPLY (Q.26 ≠ 1)

Q.30

CARD	COLUMN
03	23-34

0. NOT CHECKED
1. CHECKED
b̸. DOES NOT APPLY (Q.29 ≠ 2)

Q. 31

CARD	COLUMN
03	35-43

0. NOT CHECKED
1. CHECKED
b̸. DOES NOT APPLY (Q.29 ≠ 1)

~~W4~~ * CASE I.D.# ___ ___
(1-3)

APPENDIX III-B

COUNSELOR SURVEY CODE BOOK

DIRECTIONS

For those questions where we have asked for the "number of students," we would like your best recollection.

The other questions require your placing an "X" in the box under the response that best answers the question.

We have also provided space for COMMENTS, if you would like to elaborate on a particular response.

Please do not sign your name. All responses will be kept confidential.

In order to insure confidentiality, please put your completed questionnaire in the attached envelope and seal it before you return it.

COL.
*1-2/School I.D.
W1 Range EQ 01-29
See attachment for school codes
3/Counselor I.D.
W2 Range EQ 1-8
Assigned sequential within school
70/Card I.D.
Range EQ 1-2
W33, W64

1. During the past school year (1977-78), approximately how many of the students in your counseling caseload were in each grade level?

001-500 # of students
000. No students, Don't know or Missing data for individual item.
4-15/999... Missing Data for entire question.

	# of Students	
9th grade..............	______	4-6/ W3
10th grade	______	7-9/ W4
11th grade	______	10-12/ W5
12th grade	______	13-15/ W6

2. During the past school year, approximately how many students in your counseling caseload were in each of the following categories?
When percentages are given in Q2 and true numbers are given in Q1, calculate the true numbers for each category in Q2, columns 16-27.

	# of Students	
a) Students going directly to a four-year college	______	16-18/ W7
b) Students going directly to a two-year community college..	______	19-21/ W8
c) Students going directly to work full time	______	22-24/ W9
d) Students who are potential high school drop-outs	______	25-27/ W10
e) Other *(PLEASE SPECIFY:* ______________________*)*	______	28-30/ W11

001-300. # of students
000. No students, Don't know or Missing data for individual item.
16-30/999... Missing data for entire question.

31-32/ƀ

Column 33:
Code Col. 33/1 If total numbers in Columns 16-30 are ≤ Senior (12th) grade level in col. 13-15.
Otherwise, leave 33/ƀ
W12

These questions are about programs where students can get high school credit for VOLUNTEER WORK, OUTSIDE WORK EXPERIENCE (OWE), INSIDE WORK EXPERIENCE (IWE), WORK STUDY, TUTORING.

3. During the past school year (1977-78), did your counseling responsibilities include talking with students about this option?

1 ☐ Yes 2 ☐ No *(SKIP TO PAGE 3)* 34/W13

9. Missing Data

COMMENT:

Value (1) for comment made in Q3. See coding instructions column 49

4. During the past school year (1977-78), approximately how many students did you talk with about this option?

001-997. # of students
998. 998 or more students
999. Missing data or DK
b̸b̸b̸. DNA - 34/not 1

____________ (# of students) 35-37/ W14

5. Approximately how many of those students did you advise to participate in one of these programs for high school credit?

000-250. # of students
999. Missing data or DK
b̸b̸b̸. DNA - 34/not 1

COMMENT:

____________ (# of students) 38-40/ W15

Value (2) for comment made in Q.5. See coding instructions column 49

6. Approximately how many of those students did you advise not to participate in one of these programs for high school credit?

000-100. # of students
999. Missing data or DK
b̸b̸b̸. DNA-34/not 1

COMMENT:

____________ (# of students) 41-43/ W16

Value (4) for comment made in Q6. See coding instructions column 49

7. Among students in this school, about what proportion in each of the following categories do you think would benefit from doing this?

9. DK, missing data for individual items, columns 44-48
b̸. DNA:44-49/b̸lank - 34/not 1

	None 1	Some 2	About Half 3	Most 4	
a) Students going directly to a four-year college ..	☐	☐	☐	☐	44/ W17
b) Students going directly to a two-year community college	☐	☐	☐	☐	45/ W18
c) Students going directly to work full time	☐	☐	☐	☐	46/ W19
d) Students who are potential high school drop-outs	☐	☐	☐	☐	47/ W20
e) Other *(PLEASE SPECIFY:____________________)*	☐	☐	☐	☐	48/ W21

COMMENTS: 49/ W22

Code 49/0-7 for comments made in Q's 3, 5 & 6. Add comment values for each Q. and code total in Col. 49. (Ex. Comment in Q3=1 + Comment in Q6 = 4. Total code in 49/5) Code 49/0 for no comment in Q's 3, 5 & 6.

These questions are about allowing students to GRADUATE EARLY by taking extra classes or going to summer school.

8. During the past school year (1977-78), did your counseling responsibilities include talking with students about graduating early?

1 ☐ Yes 2 ☐ No *(SKIP TO PAGE 4)* 50/w23

9. Missing Data

COMMENT:

Value (1) for comment made in Q. 8. See coding instructions column 65

9. During the past school year (1977-78), approximately how many students did you talk with about this option?

001-200. # of students
999. Missing data or DK
ƀƀƀ. DNA - 50/not 1

____________ (# of students) 51-53/w24

10. Approximately how many of those students did you advise to graduate early?

000-100. # of students
999. Missing data or DK
ƀƀƀ. DNA - 50/not 1

____________ (# of students) 54-56/w25

COMMENT:

Value (2) for comment made in Q. 10.

See coding instructions column 65

11. Approximately how many of those students did you advise not to graduate early?

000-100. # of students
999. Missing data or DK
ƀƀƀ. DNA - 50/not 1

COMMENT:

____________ (# of students) 57-59/w26

Value (4) for comment made in Q. 11. See coding instructions column 65

12. Among students in this school, about what proportion in each of the following categories do you think would benefit from doing this?

9. DK, missing data for individual items, columns 60-64.
ƀ. DNA: col. 60-65/ƀ if 50/not 1

	None 1	Some 2	About Half 3	Most 4	
a) Students going directly to a four-year college ..	☐	☐	☐	☐	60/w2
b) Students going directly to a two-year community college	☐	☐	☐	☐	61/w2
c) Students going directly to work full time	☐	☐	☐	☐	62/w2
d) Students who are potential high school drop-outs	☐	☐	☐	☐	63/w3
e) Other *(PLEASE SPECIFY:____________)*	☐	☐	☐	☐	64/w3

Comments

Code 65/0-7 for comments made in Q's 8, 10 & 11. Add comment values for each Q and code total in col. 65. Code 65/0 for no comment in Q's 8, 10, & 11.

65/w3
66-69/ƀ
*70/1 w3
71-80/ƀ

*Column 70 - 1=CARD ID

I.D. ___ ___ ___ (1 - 3)

1 - 2

~~3/2~~

These questions are about allowing students to take classes at a JUNIOR COLLEGE, UNIVERSITY OR ADULT NIGHT SCHOOL while they are still attending high school.

13. During the past school year (1977-78), did your counseling responsibilities include talking with students about this option? 4/W34

1 ☐ Yes   2 ☐ No *(SKIP TO PAGE 5)*

9. Missing data

COMMENT:

Value (1) for comment made in Q. 13.

14. During the past school year (1977-78), approximately how many students did you talk with about this option? 5-7/W35

001-200. # of students
999. Missing data or DK
ƀƀƀ. DNA - 4/not 1

______ (# of students)

15. Approximately how many of those students did you advise to take classes at a college or adult school? 8-10/W36

000-100. # of students
999. Missing data or DK
ƀƀƀ. DNA - 4/not 1

COMMENT:

______ (# of students)

Value (2) for comment made in Q. 15.

16. Approximately how many of those students did you advise not to take classes at a college or adult school? 11-13/W37

000-150. # of students
999. Missing data or DK
ƀƀƀ. DNA - 4/not 1

COMMENT:

______ (# of students)

Value (4) for comment made in Q. 16

17. Among students in this school, about what proportion in each of the following categories do you think would benefit from doing this?

9. DK, missing data for individual items, columns 14-18,
ƀ. DNA: col. 14-19/ƀ if 4/not 1

	None 1	Some 2	About Half 3	Most 4	
a) Students going directly to a four-year college..	☐	☐	☐	☐	14/W38
b) Students going directly to a two-year community college	☐	☐	☐	☐	15/W39
c) Students going directly to work full time	☐	☐	☐	☐	16/W40
d) Students who are potential high school drop-outs	☐	☐	☐	☐	17/W41
e) Other *(PLEASE SPECIFY: ______)*	☐	☐	☐	☐	18/W42

19/W43

Comments:
Code 19/0-7 for comments made in Q's 13, 15 & 16. Add comment values for each Q and total in col. 19. Code 19/0 for no comment in Q's 13, 15 & 16.

e State of California offers the CALIFORNIA HIGH SCHOOL PROFICIENCY EXAMINA-
ION (CHSPE) three times a year to students who want to obtain the legal equivalent of a regular high school diploma.

18. During the past school year (1977-78), did your counseling responsibilities include talking with students about the CHSPE?

1 ☐ Yes 2 ☐ No *(SKIP TO PAGE 6)* 20/W44

9. Missing data

COMMENT:

Value (1) for comment made in Q. 18.

19. During the past school year (1977-78), approximately how many students did you talk with about the CHSPE?

001-600. # of students
999. Missing data or DK
ƀƀƀ. DNA - 20/not 1

_______________ (# of students) 21-23/W45

20. Approximately how many of those students did you advise to take the CHSPE?

000-600. # of students
999. Missing data or DK
ƀƀƀ. DNA - 20/not 1

COMMENT:

_______________ (# of students) 24/26 W46

Value (2) for comment made in Q. 20

21. Approximately how many of those students did you advise not to take the CHSPE?

000-100. # of students
999. Missing data or DK
ƀƀƀ. DNA - 20/not 1

COMMENT:

_______________ (# of students) 27/29 W47

Value (4) for comment made in Q. 21.

22. Among students in this school, about what proportion in each of the following categories do you think would benefit from doing this?

9. DK, Missing data for individual items, columns 30-34,
ƀ. DNA: col. 30-35/ƀ if 20/not 1

	None 1	Some 2	About Half 3	Most 4	
a) Students going directly to a four-year college..	☐	☐	☐	☐	30/ W48
b) Students going directly to a two-year community college	☐	☐	☐	☐	31/ W49
c) Students going directly to work full time	☐	☐	☐	☐	32/ W50
d) Students who are potential high school drop-outs	☐	☐	☐	☐	33/ W51
e) Other *(PLEASE SPECIFY:_______________)*	☐	☐	☐	☐	34/ W52

Comments 35/ W53

Code 35/0-7 for comments made in Q's 18, 20 & 21. Add comment values for each Q. and code total in col. 35. Code 35/0 for no comment in Q's 18, 20 & 21.

23. Among the following groups connected with your school, what is your impression of their attitude toward the California High School Proficiency Examination (CHSPE)?

9. Missing data for individual items, columns 36-44	Favorable 1	Neutral or Divided 2	Unfavorable 3	Don't Know 4	
a) School administrators	☐	☐	☐	☐	W54 36/
b) Guidance counselors	☐	☐	☐	☐	W55 37/
c) College-bound students	☐	☐	☐	☐	W56 38/
d) Non-college-bound students	☐	☐	☐	☐	W57 39/
e) Teachers	☐	☐	☐	☐	W58 40/
f) Parents	☐	☐	☐	☐	W59 41/
g) Local employers	☐	☐	☐	☐	W60 42/
h) School board	☐	☐	☐	☐	W61 43/
i) District administrators	☐	☐	☐	☐	W62 44/

Thank you for taking the time to answer these questions. If you have any other comments about any of these options, please write them below.

W63 45/

CARD	COLUMN
2	45

0. For no comment
1. For comment about questionnaire
2. For comment about CHSPE.
3. For comment about other school programs
4. For other comments of interest to study

46-69 /ƀ

W64 *70/2

71-80/ƀ

*CARD I.D.

~~46-80/~~

APPENDIX III-C

Details of the Steps in Sampling

I. First quintile of 12th grade enrollments: 110 to 313.

Since this quintile had a much larger range of enrollments than the others, producing a much less stable sampling ratio, the group of eleven smallest high schools was made a stratum. The remaining 20 schools were divided into two groups on percent AFDC.

a. Enrollment 110 to 210.

Subdivided into two groups of five schools (sub-strata) on urban versus rural (outlying communities, distant from major Bay Area cities). Unfortunately, the urban sub-stratum thus produced was very heterogeneous in income and ethnicity.

b. Zero to 9.2% AFDC (Enrollment: 233 to 313).

Subdivided into sub-strata on the basis of % AFDC:

1. ≤ 2.2% (M = 0.7%) M = median
2. ≥ 2.9% (M = 6.1%)

c. 10.6% to 45.6% AFDC (Enrollment: 233 to 313).

Subdivided into sub-strata on the basis of % AFDC:

1. ≤ 14.4% (M = 11.2%)
2. ≥ 15.4% (M = 33.7%)

II. Second quintile of 12th grade enrollments: 313 to 357.

The quintile of 30 schools was divided into three strata of ten schools each on the basis of CAP math scores.

a. Math: 53.2 to 64.7 (Reading: 66.3 to 74.6)

Subdivided into sub-strata on percent AFDC:

1. ≤ 8.1% (M = 7.6%)
2. ≥ 13.1% (M = 24.3%)

b. Math: 65.7 to 69.8 (Reading: 63.3 to 67.6)

Subdivided into sub-strata on percent white:

1. ≤ 78% (M = 74%)

2. ≥ 84% (M = 93%)

c. Math: 70.3 to 80.0 (Reading: 66.3 to 74.6)

Subdivided into sub-strata on reading score:

1. ≤ 69.7 (M = 68.1)

2. ≥ 70.4 (M = 73.1)

(a group of high scoring, prestigious high schools)

III. Third quintile of 12th grade enrollments: 357 to 415.

The quintile of 30 schools was divided into three strata of ten schools each on the basis of CAP math scores.

a. Math: 51.1 to 64.8 (Reading: 47.3 to 68.1)

Subdivided into sub-strata on percent AFDC:

1. ≤ 13.0% (M = 10.4%)

2. ≥ 18.2% (M = 31.5%)

b. Math: 65.4 to 68.4 (Reading: 61.0 to 66.8)

Subdivided into sub-strata on percent AFDC:

1. ≤ 4.5% (M = 3.5%)

2. ≥ 7.2% (M = 8.4%)

(high Dec. 1975 CHSPE-taking rates: unusual for a rather high AFDC sub-stratum)

c. Math: 70.5 to 80.7 (Reading: 66.5 to 73.9)

Subdivided into sub-strata on percent AFDC:

1. ≤ 2.1% (M = 0.6%)

2. ≥ 2.4% (M = 5.0%)

IV. Fourth quintile of 12th grade enrollments: 415 to 485.

The quintile of 30 schools was divided into three strata of ten schools each on the basis of percent white.

a. 19% to 81% white

Subdivided into sub-strata on school district:

1. Located in the Sequoia UHSD: all five high schools have cross-town busing of black students to formerly (almost) all-white high schools.
2. Not located in Sequoia UHSD.

b. 82% to 94% white

Subdivided into sub-strata on CAP math scores:

1. ≤ 68.4 (M = 66.2)
2. ≥ 69.1 (M = 70.5)

c. 94% to 99% white

Subdivided into sub-strata on school district:

1. Located in the Mt. Diablo USD: all five high schools have higher than average CHSPE-taking rates: 3.5% to 4.5% of juniors and seniors in December 1975. (2% was average)
2. Not located in Mt. Diablo USD.

V. Fifth quintile of 12th grade enrollments: 492 to 875.

The quintile of 30 schools was divided into three strata of ten schools each on the basis of percent white.

a. 2% to 51% white

Subdivided into sub-strata on CAP math scores (also on percent white plus percent Asian-American)

1. ≤ 62.5 (M = 55.1)
2. ≥ 65.0 (M = 69.7)

b. 55% to 93% white

Subdivided into sub-strata on percent AFDC:

1. ≤ 4.1% (M = 1.7%)

2. ≥ 4.2% (M = 7.1%)

c. 94% to 98% white

Subdivided into sub-strata on December 1975 rate of CHSPE-taking:

1. ≤ 3.0%

2. ≥ 4.2% (M = 2.9% of juniors and seniors)

Method of selecting one school from the five in each sub-stratum with probability proportionate to size:

School Code Number	12th Grade Enrollment	Cumulated Enrollment	Number selected from a table of Random Numbers
School A	277	277	
School B	310	587	
School C	239	826	
School D	263	1089	878
School E	265	1354	

Each sub-stratum of five schools was recorded by California school code number only. The 12th grade enrollment of each school was recorded, then cumulated. A four-digit number within the range of cumulated enrollment for that sub-stratum was then selected from a table of random numbers. The random number was matched with the school within whose enrollment interval it fell. This was thus the random choice of school for the sub-stratum.

Selection of schools from sub-strata resulted in a close approximation of probability proportionate to size. The sampling ratio (12th grade enrollment of school/12th grade enrollment of sub-stratum) ranged from 17% to 22%. Twenty-five out of the 30 schools had enrollments in the interval 19% to 21% of sub-stratum enrollment.

29. Have you ever taken a class at a junior college, university or adult school?

1 ☐ Yes   2 ☐ No   22/

30. *IF NO:* What are your reasons for not doing this? *(CHECK ALL THAT APPLY)*

129 23/ 01 ☐ I am not interested in taking classes somewhere else.
130 24/ 02 ☐ I don't know enough about this program.
131 25/ 03 ☐ I don't meet the requirements.
132 26/ 04 ☐ There aren't enough openings.
133 27/ 05 ☐ I don't have time.
134 28/ 06 ☐ None of my friends are doing this.
135 29/ 07 ☐ I can get the courses I want at my high school.
136 30/ 08 ☐ My counselor or teacher(s) didn't think I should.
137 31/ 09 ☐ My parents didn't think it was a good idea.
138 32/ 10 ☐ Other 1st (What? _______________)
139 33/ 11 ☐ Other 2nd   *(GO TO PAGE 10)*
140 34/ 12 ☐ No Transportation

31. *IF YES:* What were your reasons for taking those classes? *(CHECK ALL THAT APPLY)*

141 35/ 01 ☐ It might help me get a job after high school.
142 36/ 02 ☐ It might help me get into college.
143 37/ 03 ☐ I thought I would like it better than regular classes.
144 38/ 04 ☐ I wanted to take a certain class not offered in my school.
145 39/ 05 ☐ My counselor or teacher(s) thought it would be a good idea for me.
146 40/ 06 ☐ My parents thought it would be a good idea for me.
147 41/ 07 ☐ My friends are doing this.
148 42/ 08 ☐ I need the credits to graduate.
149 43/ 09 ☐ Other 1st (What? _______________)
150 44/ 10 ☐ Other 2nd
151 45/ 11 ☐ Help improve High School achievement

Q. 32 CARD 03 COLUMN 46

1. YES
2. NO
9. MISSING DATA

Q. 33 CARD 03 COLUMN 47-54

0. NOT CHECKED
1. CHECKED
0. DOES NOT APPLY (Q.32 ≠ 1)

Q.34 CARD 03 COLUMN 55-56

00-98. # Students R Knows have taken CHFE
99. MISSING DATA
00. DOES NOT APPLY (Q 32 ≠ 1)

Q.35 CARD 03 COLUMN 57-61

1. True
2. False
9. MISSING DATA, DON'T KNOW
0 DOES NOT APPLY (Q 32≠1

NOW WE WOULD LIKE TO ASK YOU SOME QUESTIONS ABOUT THE CALIFORNIA HIGH SCHOOL PROFICIENCY EXAM (CHSPE).

This exam is offered three times a year to students who want a Certificate of Proficiency, which is legally equivalent to a regular high school diploma.

52 32. Before today, had you ever heard about the California High School Proficiency Exam (CHSPE)?

1 ☐ Yes 2 ☐ No *(SKIP TO PAGE 14)* 46/

33. *IF YES:* How did you hear about CHSPE? *(CHECK ALL THAT APPLY)*

53 47/ 1 ☐ School announcement, notice, school newspaper
154 48/ 2 ☐ Counselor
155 49/ 3 ☐ Teacher(s)
156 50/ 4 ☐ Other school staff (principal, dean, etc.)
157 51/ 5 ☐ Students at school
158 52/ 6 ☐ Outside of school (parents, friends, TV, local newspaper)
15 53/ 7 ☐ Some other way 1ST (How? ____________________)
54/ 8 ☐ Some other way 2nd

6/ 34. How many other students do you know who have taken CHSPE? ______________ (# of students) 55-56/

35. From what you have heard about CHSPE, please tell us if you think the following statements are true or false.

		True 1	False 2	
162	a) Every high school senior must take CHSPE in order to graduate ...	☐	☐	57/
163	b) You must take CHSPE if you want to go to college	☐	☐	58/
164	c) If you pass CHSPE you can leave high school at age 16, with parents' permission	☐	☐	59/
165	d) If you pass CHSPE, you still need a regular high school diploma to go to a community college	☐	☐	60/
166	e) You still need a regular high school diploma to go to a four-year college or university even if you pass CHSPE	☐	☐	61/

Q. 36

CARD	COLUMN
03	62

1. Yes
2. No
9. MISSING DATA
ƀ. DOES NOT APPLY (Q. 32 ≠ 1)

Q. 37

CARD	COLUMN
03	63-77

0. No
1. Yes
9. ENTIRE QUESTION NOT ANSWERED
ƀ. Does Not Apply (Q 36≠2.)

Q. 38

CARD	COLUMN
03	78

1. Yes
2. Undecided
3. No
9. MISSING DATA
ƀ. Does Not Apply (Q. 36≠2)

36. Have you taken CHSPE?

1 ☐ Yes *(SKIP TO PAGE 13)* 2 ☐ No 62/

37. *IF NO:* The following is a list of reasons some people have given for not taking CHSPE. Please indicate whether or not each of the following is one of your reasons for not taking CHSPE. *(CHECK "YES" OR "NO" FOR EACH REASON)*

		Yes 1	No 0	
168	a) I heard the exam is too hard	☐	☐	63/
169	b) The $10 fee is too much	☐	☐	64/
170	c) I don't have any way to get to the place where the test is given	☐	☐	65/
171	d) I couldn't find out enough information about the test	☐	☐	66/
172	e) My counselor or teacher(s) didn't think it was a good idea for me	☐	☐	67/
173	f) My parents didn't think it was a good idea for me	☐	☐	68/
174	g) Passing CHSPE won't help me get a good job	☐	☐	69/
5	h) Passing CHSPE won't help me get into college	☐	☐	70/
176	i) I want to graduate with my class	☐	☐	71/
177	j) None of my friends are taking it	☐	☐	72/
178	k) There are more things that I want to learn in high school	☐	☐	73/
179	l) I want a regular high school diploma	☐	☐	74/
180	m) Other (What? ______)	☐	☐	75/
181	n) Extra-Curricular Concerns	☐		76/
182	o) Did not want to take CHSPE, not further specified	☐		77/

3 38. Do you think you will take CHSPE in the future?

1 ☐ Yes 2 ☐ Undecided 3 ☐ No *(SKIP TO PAGE 14)* 78/

79-80/1

Q. 39.

Card	Column
04	10-26

0. No
1. Yes
9. ENTIRE QUESTION NOT ANSWERED
ƀ. Does Not Apply (Q. 38 ≠ 1, 2)

SRC I.D. # ______
(1-6)
7-8/04
9/

39. If you have not already taken it, why might you decide to take CHSPE? *(CHECK "YES" OR "NO" FOR EACH REASON)*

		Yes 1	No 0	
184	a) My counselor or teacher thinks it would be a good idea for me	☐	☐	10,
185	b) My parents think it would be a good idea for me	☐	☐	11,
186	c) Some of my friends are taking it	☐	☐	12,
187	d) To leave high school early and go to work	☐	☐	13
188	e) To leave high school early and go to college	☐	☐	14
189	f) To leave high school early and enter the military	☐	☐	15
190	g) To leave high school early and travel	☐	☐	16
191	h) To leave high school early and look around while I decide what I want to do	☐	☐	17
192	i) To see if I could pass CHSPE	☐	☐	18
193	j) To see what CHSPE is like	☐	☐	19
194	k) So I can leave high school early if I want to	☐	☐	20
195	l) I'm not sure I'll have enough credits to graduate with my class ..	☐	☐	21
196	m) I don't like high school and want to leave early	☐	☐	2
197	n) Most of my friends are already out of high school	☐	☐	2
198	o) My boyfriend is out of high school	☐	☐	2
199	p) Something else (Please describe: ______________________________)	☐	☐	2
200	q) To get married			2
				2
				2

SKIP TO PAGE 14

Q.40.

	Card	Column
0. No	04	29-45
1. Yes		
9. ENTIRE QUESTION NOT ANSWERED		
b̸. Does Not Apply (Q. 36 ≠ 1)		

Q.41.

	Card	Column
0. Not Checked	04	47-53
1. Checked		
b̸. Does Not Apply (Q. 36 ≠ 1)		

Q.42.

	Card	Column
1. Yes	04	54
2. Don't Know		
3. No		
9. Missing Data		
b̸. Does Not Apply (Q. 36 ≠ 1)		

ANSWER THESE QUESTIONS ONLY IF YOU TOOK CHSPE.

40. Why did you take CHSPE? *(CHECK "YES" OR "NO" FOR EACH REASON)*

		Yes 1	No 0	
201	a) My counselor or teacher thought it would be a good idea for me	☐	☐	29/
202	b) My parents thought it would be a good idea for me	☐	☐	30/
203	c) Some of my friends are taking it	☐	☐	31/
204	d) To leave high school early and go to work	☐	☐	32/
205	e) To leave high school early and go to college	☐	☐	33/
206	f) To leave high school early and enter the military	☐	☐	34/
207	g) To leave high school early and travel	☐	☐	35/
208	h) To leave high school early and look around while I decide what I want to do	☐	☐	36/
209	i) To see if I could pass CHSPE	☐	☐	37/
210	j) To see what CHSPE was like	☐	☐	38/
211	k) So I can leave high school if I want to	☐	☐	39/
212	l) I wasn't sure I'd have enough credits to get a regular high school diploma	☐	☐	40/
213	m) I don't like high school and wanted to leave early	☐	☐	41/
214	n) Most of my friends are already out of high school	☐	☐	42/
215	o) My boyfriend is already out of high school	☐	☐	43/
216	p) Something else (Please describe:______________________________ ______________________________)	☐	☐	44/
217	q) To leave high school and get married	☐		45/

46/

41. When did you take CHSPE? *(CHECK ALL THAT APPLY)*

218 47/ 1 ☐ November 1978
219 48/ 2 ☐ June 1978
220 49/ 3 ☐ March 1978

221 50/ 4 ☐ November 1977
222 51/ 5 ☐ June 1977
223 52/ 6 ☐ March 1977
224 53/ 7 ☐ Before March 1977

225 42. Did you pass the exam?

1 ☐ Yes. 2 ☐ I don't know 3 ☐ No 54/

Q. 43a.

Card	Column
04	55

1. Yes
2. Undecided
3. No
9. Missing Data

Q. 43b.

Card	Column
04	56-70

1. Not Important
2. Somewhat Important
3. Very Important
9. Missing Data
0. ENTIRE QUESTION NOT ANSWERED
b̸. Does Not Apply (Q. 43a≠1,2.)

Q. 43c.

Card	Column
04	73-74

56-70. Most Important
Reason to Stay in
High School (see text p. 14)

99. Missing Data

b̸b̸. Does Not Apply (Q. 43a≠1,2)

THE NEXT QUESTIONS ASK YOU TO THINK ABOUT STAYING IN HIGH SCHOOL COMPARED TO LEAVING EARLY.

226 43a. Do you plan to stay in school until you graduate with a regular high school diploma? 55/

1 ☐ Yes 2 ☐ Undecided 3 ☐ No *(SKIP TO QUESTION 44)*

~~227~~ 43b. Why might you stay in high school until graduation? Please indicate how important each reason is for you.

~~225~~ 242 43c. Which one of these reasons is the most important reason for you?

			43b.		43c.
		Not Important 1	Somewhat Important 2	Very Important 3	The Most Important (CHECK ONE)
I plan to stay in school until I graduate because:					73-74/
227 ~~228~~ a) I really enjoy myself here..	56/	☐	☐	☐	☐
229 b) I like my classes	57/	☐	☐	☐	☐
230 c) I like my friends here	58/	☐	☐	☐	☐
231 d) I like the clubs and other extracurricular activities..	59/	☐	☐	☐	☐
232 e) I like going to school dances or games	60/	☐	☐	☐	☐
233 f) I like to play sports here..	61/	☐	☐	☐	☐
234 g) I need a diploma to get a good job	62/	☐	☐	☐	☐
235 h) I need a diploma to go to college	63/	☐	☐	☐	☐
236 i) My parents want me to continue in school	64/	☐	☐	☐	☐
237 j) My teachers want me to continue in school	65/	☐	☐	☐	☐
238 k) My counselors want me to continue in school	66/	☐	☐	☐	☐
239 l) I don't feel mature enough to leave yet	67/	☐	☐	☐	☐
240 m) I want to be prepared to compete in the outside world	68/	☐	☐	☐	☐
241 n) There's no place better to go	69/	☐	☐	☐	☐
243 o) Something else (What?________ ________________________)	70/	☐	☐	☐	☐

71/ 5

72/ 5

75-80/

Q. 44.

	Card	Column
0. Not Checked	05	10-11 and 13-19
1. Checked		
9. ENTIRE QUESTION NOT ANSWERED		

Q. 45.

	Card	Column
0. Not Checked	05	21-29
1. Checked		
9. ENTIRE QUESTION NOT ANSWERED		

SRC I.D. #__ __ __ __ __ (1-8)

7-8/05

9/

FUTURE PLANS

243 44. If you could do anything you wanted the year after high school, would you:
(CHECK ALL THAT APPLY)

10/ 01 ☐ attend a vocational school, business school, college or university full time

244 11/ 02 ☐ attend a vocational school, business school, college or university part time

245 12/ 03 ☐ work full time

246 13/ 04 ☐ work part time

247 14/ 05 ☐ enter the military

248 15/ 06 ☐ be a homemaker

249 16/ 07 ☐ just travel around next year

250 17/ 08 ☐ do nothing much while I figure out what I want to do

251 18/ 09 ☐ something else (What?____________________________________)

19/

20/

45. What do you think you really will do the year after high school?
(CHECK ALL THAT APPLY)

52 21/ 01 ☐ attend a school or college full time

253 22/ 02 ☐ attend a school or college part time

254 23/ 03 ☐ work full time

255 24/ 04 ☐ work part time

256 25/ 05 ☐ enter the military

257 26/ 06 ☐ be a homemaker

258 27/ 07 ☐ just travel around next year

259 28/ 08 ☐ nothing much while I figure out what I really want to do

2 29/ 09 ☐ something else (What?____________________________________)

30/

31/

> *IF YOU DO NOT PLAN TO ATTEND A SCHOOL OR COLLEGE AFTER HIGH SCHOOL, PLEASE SKIP TO PAGE 17.*

32/

Q. 46.

Card	Column
05	33

(See text in Questionnaire, p. 16)

9. Missing Data

8. Does Not Apply (Q. 45 ≠ attend school or college full or part time)
i.e. Q.45.1 and Q.45.2 ≠ 1

Q. 47.

Card	Column
05	34

(See text in Questionnaire, p. 16)

9. Missing Data

8. Does Not Apply (Q. 45 ≠ attend school or college full or part time
i.e., Q.45.1 and Q.45.2 ≠ 1)

46. What kind of school will you attend the year after high school? 33/

261 1 ☐ Two-year community or junior college

262 2 ☐ Private business, vocational or trade school

263 3 ☐ Four-year college or university

264 4 ☐ Something else (What?________________________________)

265 7 ☐ Responses 1 and 2 checked

266 8 ☐ Don't Know, Not Sure with No Other Response checked

47. How far do you plan to go in school after high school? 34/

262. 267 1 ☐ I plan to take some courses at a school or college but I don't plan to graduate.

268 2 ☐ I plan to graduate from a two-year community college.

269 3 ☐ I plan to graduate from a business, vocational or trade school.

270 4 ☐ I plan to graduate from a four-year college or university.

271 5 ☐ I plan to go on to graduate school to get an advanced university degree after graduating from a four-year college or university.

272. 6 ☐ Something else (What?________________________________)

273 7 ☐ Responses 1 and 2 checked

274 8 ☐ Don't Know, Not Sure with No Other Response checked

Q. 48.

Card	Column
05	35

1. All
2. Most
3. Some
4. None
9. Missing Data

Q. 49.

Card	Column
05	36

1. Interesting
2. O.k.
3. Dull
4. Not at All Interesting
9. Missing Data

Q. 50.

Card	Column
05	37

1. Yes
2. No
9. Missing Data

Q. 51.

Card	Column
05	38-39

01-20. Number of Meetings
21. More than 20 Meetings
99. Missing Data
b̸b̸. Does Not Apply (Q. 50 ≠ 1)

Q. 52.

Card	Column
05	40

1. None
2. Some
3. About Half
4. Most
5. All
9. Missing Data
b̸. Does Not Apply (Q. 50 ≠ 1)

Q. 53.

Card	Column
05	41-47

1. A/B
2. B/C
3. C
4. C/D
5. D/F
6. No Classes in Subject
9. Missing Data
0. Entire Question Not Answered

THIS SECTION IS ABOUT YOUR TEACHERS, YOUR SCHOOL WORK, AND YOUR COUNSELORS.

48. Thinking of my teachers this semester, I really like:

All of them 1	Most of them 2	Some of them 3	None of them 4	
☐	☐	☐	☐	35/

14 49. How would you describe your school work this year? Is it:

Interesting 1	OK -- school work is school work 2	Dull stuff -- not very interesting 3	Not at all interesting 4	
☐	☐	☐	☐	36/

50. Last year, did you ever meet with your high school counselor?

1 ☐ Yes 2 ☐ No *(SKIP TO QUESTION 53)* 37/

16 51. About how many times did you meet with your counselor last year? ____ (# of meetings) 38-39/

52. How many of these meetings with your counselor did you ask for?

1 ☐ None 2 ☐ Some 3 ☐ About half 4 ☐ Most 5 ☐ All 40/

53. What grade do you generally get in these subjects?

		A/B 1	B/C 2	C 3	C/D 4	D/F 5	No Classes in This Subject 6	
268	a) English	☐	☐	☐	☐	☐	☐	41/
269	b) Social Studies	☐	☐	☐	☐	☐	☐	42/
270	c) Science	☐	☐	☐	☐	☐	☐	43/
271	d) Mathematics	☐	☐	☐	☐	☐	☐	44/
272	e) Physical Education	☐	☐	☐	☐	☐	☐	45/
273	f) Vocational Education (home economics, shop, business courses)	☐	☐	☐	☐	☐	☐	46/
274	g) Foreign Language	☐	☐	☐	☐	☐	☐	47/

	Card	Column
Q. 54. 00–20. Number of classes 21. More than 20 classes 99. Missing Data	05	48–49
Q. 55a,b,c (See text in Questionnaire, p. 18)	05	50–52
Q. 56. (See text in Questionnaire, p. 18)	05	53
Q. 57. (See text in Questionnaire, p. 18)	05	54

275 54. How many classes have you taken at this school that will prepare you for getting a job in an office, factory, garage, store, etc. -- classes like auto mechanics, typing, business math and metal shop?

_______________ (# of classes) 48-49/

55. Before you leave high school, are you planning to:

276 a) complete a laboratory science course such as physics, chemistry, etc.? 50/

1 ☐ Yes
2 ☐ No
3 ☐ I have already completed a laboratory science course.

9. Missing Data (including Don't Know)

277 b) complete two years of a foreign language (not English)? 51/

1 ☐ Yes
2 ☐ No
3 ☐ I have already completed two years of a foreign language.

9. Missing Data (including Don't Know)

278 c) take the SAT or ACT test? 52/

1 ☐ Yes
2 ☐ No
3 ☐ I have already taken the SAT or ACT test.

9. Missing Data (including Don't Know)

279 56. In general, how would you rate yourself in school ability compared with other students in your school? *(CHECK ONE)* 53/

1 ☐ Among the best
2 ☐ Above average
3 ☐ About average
4 ☐ Below average
5 ☐ Among the worst

9. Missing Data (including Don't Know)

28 57. How often did you cut a class last year? *(CHECK ONE)* 54/

1 ☐ More than once a day
2 ☐ About once a day
3 ☐ About twice a week
4 ☐ About once a week
5 ☐ About once a month
6 ☐ About twice a month
7 ☐ Less than once a month
8 ☐ Never

9. Missing Data (including Don't Know)

Q. 58.

Card	Column
05	55

(See text in Questionnaire, p. 19)

Q. 59.

Card	Column
05	56

(See text in Questionnaire, p. 19)

Q. 60.

Card	Column
05	57

(See text in Questionnaire, p. 19)
0. Does Not Apply (Q. 59 = 0)

Q. 61.

Card	Column
05	58

1. Full time
2. Part time
3. Don't Know
9. Missing Data
0. Does Not Apply (Q. 60 ≠ 1-3)

	Card	Column
Q.62. (See Attachment-Occupation & Industry Codes)	05	59-61

997. Don't know
998. Uncodable
999. Missing Data
ƀƀƀ. Does Not Apply (Q. 60 ≠ 1-3)

	Card	Column
Q.63. (See text in Questionnaire, p. 20)	05	62

	Card	Column
Q.64. (See text in Questionnaire, p. 20)	05	63

ƀ. Does Not Apply (Q. 63 = 0)

	Card	Column
Q.65.	05	64

1. Full time
2. Part time
3. Don't Know
9. Missing Data
ƀ. Does Not Apply (Q. 64 ≠ 1-3)

	Card	Column
Q.66. (See Attachment-Occupation & Industry Codes)	05	65-67

997. Don't Know
998. Uncodable
999. Missing Data
ƀƀƀ. Does Not Apply (Q. 64 ≠ 1-3)

BACKGROUND INFORMATION

81 58. Do you consider yourself: *(CHECK ONE)* 55/

1 ☐ American Indian/Alaskan Native
2 ☐ Asian/Pacific Islander
3 ☐ Black/not of Hispanic origin
4 ☐ Hispanic/Chicano/Latino/Mexican-American
5 ☐ White/not of Hispanic origin
6 ☐ Other (What?______________________)
7 ☐ Black and of Hispanic origin
8 ☐ White and of Hispanic origin

9. Missing Data

82 59. What is the highest grade or year of regular school which your father (stepfather or male guardian) has had? *(CHECK "DOES NOT APPLY" IF YOU HAVE NO FATHER, STEPFATHER, OR MALE GUARDIAN)* 56/

01 ☐ 8th grade or less
02 ☐ Some high school
03 ☐ Graduated from high school
04 ☐ Some college
05 ☐ Graduated from a two-year (community/junior) college or vocational school
06 ☐ Graduated from a four-year college or university (bachelor's degree)
07 ☐ Went to graduate school but did not get an advanced degree
08 ☐ Has Master's, Ph.D., or other graduate degree
09 ☐ Don't know and Missing Data
10 ☐ Does not apply *(SKIP TO QUESTION 63)*

283 60. Which of these best describes your father (stepfather or male guardian)? *(CHECK ONE)* 57/

1 ☐ Self-employed
2 ☐ Employed by someone else
3 ☐ Temporarily unemployed, looking for work
4 ☐ Does not work for income *(SKIP TO QUESTION 63)*
5 ☐ Retired or disabled *(SKIP TO QUESTION 63)*
6 ☐ Don't know *(SKIP TO QUESTION 63)*
9. Missing Data

284 61. Does he usually work full time or part time? 58/

1 ☐ Full time
2 ☐ Part time
3 ☐ I don't know

285 62. What kind of work does he usually do? *(DESCRIBE HIS JOB AND THE KIND OF PLACE HE WORKS AT)* 59-61/

286 63. What is the highest grade or year of regular school which your mother (stepmother or female guardian) has had? *(CHECK "DOES NOT APPLY" IF YOU HAVE NO MOTHER, STEPMOTHER, OR FEMALE GUARDIAN)* 62/

- 01 ☐ 8th grade or less
- 02 ☐ Some high school
- 03 ☐ Graduated from high school
- 04 ☐ Some college
- 05 ☐ Graduated from a two-year (community/junior) college or vocational school
- 06 ☐ Graduated from a four-year college or university
- 07 ☐ Went to graduate school but did not get an advanced degree
- 08 ☐ Has a Master's, Ph.D., or other graduate degree
- 09 ☐ I don't know and Missing Data
- 10 ☐ Does not apply *(SKIP TO LAST PAGE)*

287 64. Which of these best describes your mother (stepmother or female guardian)? *(CHECK ONE)* 63/

- 1 ☐ Self-employed
- 2 ☐ Employed by someone else
- 3 ☐ Temporarily unemployed, looking for work
- 4 ☐ Full-time housewife -- does not work for income *(SKIP TO LAST PAGE)*
- 5 ☐ Retired or disabled *(SKIP TO LAST PAGE)*
- 6 ☐ I don't know *(SKIP TO LAST PAGE)*
- 9. Missing Data

288 65. Does she usually work full time or part time? 64/

1 ☐ Full time   2 ☐ Part time   3 ☐ I don't know

289 66. What kind of work does she usually do? *(DESCRIBE HER JOB AND THE KIND OF PLACE SHE WORKS AT)* 65-67/

290 Q. 67.

Card	Column
05	68

0. No Comment
1. Comment about School or School programs
2. Comment about Questionnaire
3. Comment about School or school programs and Questionnaire
4. Other comment of interest to Study

Date Questionnaire completed

Card	Column
05	69-70

Month:

01. January, 1979
02. February, 1979
11. November, 1978
12. December, 1978

Day:

Card	Column
05	71-72

01-28 (if February)
01-30 (if November)
01-31 (if January or December)

Thank you for taking the time to help us with our study by answering these questions.

90 67. Is there anything else you would like to say about the programs at your school or about this questionnaire?

Column 68: 68/

0) No Comment

1) Comment about school or school programs

2) Comment about questionnaire

3) Comment about school or school programs and questionnaire

4) Other comment of interest to study

Month Completed 69-70/

01) January, 1979
02) February, 1979
11) November, 1978
12) December, 1978

Day Completed 71-72/

01-28 (if Feb)
01-30 (if Nov)
01-31 (if Jan or Dec)

73-80/

	col 1-2	3-4	5-6
SRC ID	V1	V2	V3
Tracking V4			

Q1	V5	Q25	V116	Q44	V243
Q5a	V9	29	128	46	261
6	24	32	152	48	263
10	40	36	167	54	275
14	56	40a	201	58	281
18	84	43a	226	62	285
22	96			67	~~no usable #~~ 290

Weights V241 300

TABLE III.3

REGRESSIONS FOR KNOWLEDGE OF OI NS IN THE POOLED SAMPLE, WITH NINE MEASURES OF INDIVIDUAL BACKGROUND CHARACTERISTICS

Predetermined Variables	Knowledge of Work Experience	Knowledge of Early Graduation	Knowledge of Concurrent Enrollment	Has "heard of CHSPE"	Thorough Knowledge of CHSPE
Female	.044 (.014)	.037 (.01)	.070 (.02)	.023 (.014)	.048 (.022)
Grade level	.027 (.007)	.017 (.005)	.078 (.01)	.024 (.007)	.049 (.01)
Average parents' education	-.010 (.005)	.006 (.004)	.018 (.006)	.007 (.005)	.006 (.008)
Imputed family earnings	.00000 (.00000)	.00000 (.00000)	.000005 (.000002)	.00000 (.00000)	.00000 (.00000)
"Traditional" family structure	-.051 (.016)	-.015 (.01)	.012 (.02)	-.032 (.016)	.024 (.026)
"American Indian"	-.029 (.04)	-.030 (.03)	-.039 (.05)	.016 (.04)	-.082 (.07)
Asian	-.003 (.03)	-.034 (.02)	-.058 (.03)	-.115 (.03)	-.023 (.05)
Black	-.013 (.03)	-.038 (.02)	-.070 (.033)	-.142 (.025)	-.115 (.04)
Hispanic	-.063 (.026)	-.009 (.02)	-.079 (.033)	-.037 (.025)	.012 (.04)
Constant	.849 (.03)	.855 (.02)	.394 (.04)	.807 (.03)	.260 (.05)
Dependent variable mean	.865	.932	.721	.872	.430
$\overline{R}^2$	.014	.012	.053	.027	.014
Residual degrees of freedom	2227	2227	2227	2227	1856

TABLE III.4

REGRESSIONS FOR THE USE OF OPTIONS IN THE POOLED SAMPLE, WITH NINE MEASURES OF INDIVIDUAL BACKGROUND CHARACTERISTICS

Predetermined Variables	Use of Work Experience, Overall (1)	Use of Paid Work Experience (2)	Use of Unpaid Work Experience (3)	Planned Use of Early Graduation, Overall (4)	Early Graduation For College (5)	Early Graduation For Work (6)	Use of Concurrent Enrollment, Overall (7)	Concurrent Enrollment for College (8)	Have Taken CHSPE (9)	Have Taken Plus "Might Take" CHSPE (10)
Female	.058 (.02)	-.002 (.02)	.061 (.01)	.054 (.01)	.026 (.01)	.010 (.01)	.040 (.02)	.027 (.014)	-.004 (.006)	-.066 (.01)
Grade level	.076 (.01)	.079 (.009)	-.003 (.006)	-.010 (.006)	.003 (.004)	-.009 (.004)	.057 (.008)	.036 (.007)	.005 (.003)	-.039 (.007)
Average parents' education	-.026 (.007)	-.026 (.006)	.00007 (.004)	-.003 (.004)	.0002 (.003)	-.008 (.003)	.010 (.006)	.013 (.005)	.0009 (.002)	-.002 (.005)
Imputed family earnings	-.00000 (.00000)	-.00000 (.00000)	-.00000 (.00000)	-.00000 (.00000)	.00000 (.00000)	-.00000 (.00000)	.00000 (.00000)	.00000 (.00000)	.00000 (.00000)	-.00000 (.00000)
"Traditional" family structure	-.060 (.02)	-.034 (.02)	-.027 (.014)	-.033 (.014)	-.013 (.01)	-.009 (.01)	-.038 (.019)	-.017 (.02)	-.0004 (.007)	-.040 (.016)
"American Indian"	-.044 (.06)	-.025 (.05)	-.019 (.04)	.023 (.04)	.015 (.03)	-.027 (.03)	-.025 (.05)	-.004 (.04)	.005 (.02)	.083 (.04)
Asian	-.025 (.04)	-.068 (.03)	.043 (.022)	.017 (.02)	.002 (.02)	-.026 (.02)	-.026 (.03)	.011 (.03)	.010 (.01)	-.017 (.03)
Black	.070 (.04)	.047 (.03)	.023 (.02)	.033 (.02)	.053 (.015)	-.015 (.02)	-.037 (.03)	-.001 (.03)	.009 (.01)	.095 (.03)
Hispanic	.050 (.04)	.057 (.03)	-.003 (.02)	.065 (.02)	.030 (.015)	.034 (.015)	.013 (.03)	-.015 (.03)	.026 (.01)	.044 (.025)
Constant	.265 (.05)	.204 (.04)	.06 (.03)	.121 (.03)	-.002 (.02)	.107 (.02)	-.040 (.04)	-.015 (.03)	.006 (.01)	.236 (.03)
Dependent variable mean	.294	.217	.077	.096	.039	.041	.141	.087	.020	.109
$\bar{R}^2$	.053	.059	.014	.018	.010	.013	.032	.021	.0001(NS)	.037
Residual degrees of freedom	1938	1938	1938	2090	2090	2090	1620	1620	1970	1970

63

TABLE III.5

REGRESSIONS FOR SELECTED OUTCOMES, DISTINGUISHING BETWEEN ASSOCIATIONS WITH STUDENTS' CHARACTERISTICS AT THE INDIVIDUAL AND SCHOOL LEVELS

Predetermined Variables	KNOWLEDGE OF OPTIONS					USE OF OPTIONS			OTHER OUTCOMES			
	Work Experience	Early Graduation	Concurrent Enrollment	CHSPE		Paid Work Experience	Concurrent Enrollment	CHSPE (Has Taken or Might Take)	Hours Employed Per Week	Preparing for College	Employed for Pay or Preparing for College	Voc. Ed. Classes Taken
				Partial	Thorough							
Female	.039 (.014)	.038 (.01)	.068 (.02)	.018 (.01)	.083 (.02)	-.006 (.02)	.034 (.017)	-.062 (.01)	-3.725 (.465)	.148 (.07)	-.063 (.012)	-.373 (.166)
Grade level	.028 (.007)	.020 (.005)	.081 (.01)	.025 (.007)	.045 (.01)	.080 (.01)	.056 (.01)	-.042 (.007)	2.943 (.229)	.170 (.035)	.032 (.006)	.227 (.052)
Individual difference from school mean:												
Average parents' education	-.009 (.005)	.002 (.004)	.008 (.007)	.010 (.005)	.009 (.009)	-.022 (.007)	.016 (.006)	-.002 (.005)	-.678 (.174)	.261 (.03)	.008 (.005)	-.212 (.060)
Imputed family earnings	-.00000 (.00000)	.00000 (.00000)	.00000 (.00000)	-.00000 (.00000)	.00000 (.00000)	-.00000 (.00000)	-.00000 (.00000)	.00000 (.00000)	.00011 (.00005)	.00002 (.00001)	.00000 (.00000)	-.00001 (.00001)
"Traditional" family structure	-.048 (.016)	-.014 (.01)	.011 (.02)	-.037 (.016)	.014 (.03)	-.031 (.02)	-.040 (.02)	-.036 (.016)	-1.757 (0.533)	.148 (.08)	-.046 (.014)	-.306 (.121)
"American Indian"	-.017 (.04)	-.036 (.03)	-.021 (.05)	.015 (.04)	-.077 (.07)	-.062 (.06)	-.052 (.05)	.074 (.04)	1.102 (1.395)	-.167 (.21)	-.062 (.037)	.042 (.317)
Asian	-.000 (.03)	-.035 (.02)	-.038 (.036)	-.056 (.03)	-.026 (.06)	-.068 (.04)	-.003 (.03)	-.034 (.03)	-.788 (.927)	.548 (.14)	.001 (.062)	-.135 (.211)
Black	-.017 (.03)	.016 (.02)	-.037 (.04)	-.057 (.03)	-.104 (.05)	.019 (.04)	-.016 (.04)	.041 (.03)	-.900 (1.017)	-.343 (.156)	-.036 (.027)	.371 (.231)
Hispanic	-.040 (.03)	-.006 (.02)	-.047 (.034)	.001 (.026)	-.014 (.04)	.059 (.03)	.017 (.03)	.042 (.025)	.505 (.905)	-.306 (.14)	-.080 (.024)	.014 (.206)
Difference between individual's school mean and overall sample mean:												
Average parents' education	-.057 (.026)	.033 (.02)	.013 (.03)	-.022 (.026)	.036 (.04)	-.136 (.03)	-.031 (.03)	-.323 (.026)	.282 (.855)	.527 (.13)	.040 (.023)	-.520 (.196)
Imputed family earnings	-.00002 (.00001)	.00000 (.00000)	-.00000 (.00001)	-.00000 (.00001)	.00001 (.00002)	.00100 (.00011)	.00003 (.000015)	.00001 (.00001)	-.00009 (.00039)	-.00004 (.00006)	-.00001 (.00001)	.00022 (.00009)
"Traditional" family structure	-.277 (.10)	-.078 (.07)	-.320 (.12)	-.109 (.09)	.461 (.156)	-.031 (.13)	.091 (.11)	.013 (.09)	-9.152 (3.136)	-.121 (.46)	-.115 (.084)	-.317 (.716)
"American Indian"	-1.421 (.37)	.427 (.27)	-1.215 (.47)	-.190 (.36)	.561 (.60)	.360 (.47)	.896 (.47)	.250 (.35)	18.634 (11.851)	-3.438 (1.82)	-.952 (.316)	2.811 (2.096)
Asian	-.097 (.12)	.131 (.09)	-.093 (.16)	-.518 (.12)	-.071 (.20)	-.088 (.15)	-.252 (.15)	.230 (.12)	-11.698 (3.953)	-1.174 (.60)	-.625 (.105)	-.489 (.898)
Black	-.258 (.07)	-.139 (.06)	-.352 (.10)	-.335 (.07)	.110 (.12)	.153 (.09)	.162 (.09)	.210 (.07)	-4.485 (2.302)	.800 (.37)	-.024 (.064)	1.002 (.546)
Hispanic	-.952 (.15)	.110 (.11)	-.729 (.19)	-.482 (.145)	.928 (.25)	.041 (.20)	.346 (.19)	.056 (.15)	2.690 (4.846)	-.415 (.75)	.212 (.130)	.406 (1.107)
School size	.00004 (.00003)	.00006 (.00002)	.00003 (.00004)	.00001 (.00003)	.00003 (.00004)	-.00009 (.00003)	.00007 (.000033)	-.00001 (.00003)	-.00049 (.00089)	-.00005 (.0001)	.00006 (.00002)	-.00063 (.00020)
Constant	.752 (.03)	.817 (.02)	.488 (.04)	.002 (.03)	.283 (.05)	.135 (.04)	-.089 (.04)	.240 (.03)	9.329 (1.067)	2.569 (.16)	.800 (.028)	2.876 (.243)
Dependent variable mean	.865	.932	.721	.072	.434	.215	.140	.106	12.917	2.840	.894	2.729
R^2	.029	.035	.067	.048	.019	.064	.041	.036	.106	.147	.061	.061
Residual degrees of freedom	2219	2219	2219	2219	1012	1910	1595	1922	2347	2347	2347	2347

Females are more likely to know about options. They also are more likely to receive academic credit for unpaid work experience, which sometimes consists of answering telephones and performing secretarial work in the school office. Females score higher in the college preparation index. But they are also more likely to be neither preparing for college nor employed for pay; this perhaps indicates that more girls than boys still expect to become full-time homemakers.

Students at higher grade levels, as one would expect, are more likely to know about options. They are also more likely to participate in paid work experience and concurrent enrollment, but they are less likely to say they plan to graduate early or take CHSPE. There is some problem of mutual causation here: students at higher grade level have less reason to graduate early or take CHSPE, but students who have left school early were also less likely to be included in our sample of upper-grade students. Similarly, part of the reason why students at higher grade levels score higher on the college preparation index may be that students who were not interested in college are more likely to have dropped out of high school before reaching their senior year. Despite the fact that this possible selection bias precludes one-way causal interpretation, the patterns of association are clear: students at higher grade levels are more likely to be preparing for college or work or both.

In schools where the average educational attainment of parents is relatively high, Table III.5 shows that students generally score higher on college preparation, take fewer vocational classes, and are less likely to know about the option of work experience for credit. Such schools evidently have a more academic orientation. In addition, individual students whose parents have a high level of education relative to parents of other students in the school are also more likely to be preparing for college and using the concurrent enrollment option for that purpose. These students also take fewer vocational classes, work fewer hours a week for pay, and are less likely to use the options of paid work experience for credit or early graduation for the purpose of going to work. In short, there is a clear association between the educational attainment of parents and the academic, as opposed to vocational, orientation of high school students. This association exists within schools, and appears to be augmented by differences between schools in the proportion of students with highly educated parents.

Imputed family earnings did not produce a strong pattern of association. In schools where the average imputed family earnings are relatively high, students took more vocational classes. Within schools, individual students with higher imputed family earnings are employed more hours per week, and score higher on college preparation. However, it appears that errors in measurement caused this variable to have low predictive power and interpretability.

In schools where more students have a "traditional" nuclear family structure--and in our sample only about one-fourth of the students reported having this kind of family, with father employed full time for pay and mother a full-time homemaker--students are generally less likely to know about options, especially work experience or concurrent enrollment, though more students give correct answers to all five of the true-or-false questions about CHSPE. Students in these schools also work fewer hours for pay; it is possible that these are suburban schools with less access to paid jobs. Within schools, students from "traditional" nuclear families score higher on college preparation, take fewer vocational classes, and work fewer hours a week for pay. In these respects, they are like students whose parents have more education. But, unlike students with more highly educated parents, students from "traditional" familes are somewhat less likely to know about or use options, and are more likely to be neither employed for pay nor preparing for college. In sum, it appears that students from "traditional" families are somewhat more academically oriented, but they adhere to a narrow definition of the student role, and do not seek unconventional alternatives.

In schools with larger proportions of minority students, there is generally less knowledge of options, though there is not significantly less use of options among those who know about them. In schools with large proportions of blacks or Asians, students generally work fewer hours a week for pay. Schools with more Asians have more students who are neither employed for pay nor preparing for college. But predominantly black schools tend to have more students who score high on the college preparation index. Students in predominantly black schools also report taking more vocational classes. These findings indicate a rather complicated pattern of associations between the racial composition of schools, curriculum policies, and local employment opportunities. This is presumably attributable in large part to the particular locational pattern of employment and of racial and ethnic neighborhoods in the greater Bay Area. Within schools, minority students are not significantly more or less likely to know about or use options. Asian students are more likely than whites to be preparing for college, while blacks and Hispanics are less likely than whites. Hispanic students are also more likely to be neither preparing for college nor employed for pay. In sum, while there is a rather complex pattern of association of other variables with the ethnic and racial composition of schools, it is plain that students in schools with large proportions of minorities are less likely to know about options. Also, within schools, blacks and Hispanics are less likely than whites to be preparing for college, and Asians are more likely.

4. Further Results on Differences Between Schools

All counselors in the 29 schools were asked to fill out a brief questionnaire about their policies in advising students about each option. In four schools, no questionnaires from counselors were returned. For each of the other 25 schools, the counselors' responses were aggregated to produce an estimate of the number of students in the school who were encouraged to make use of each option, as a proportion of all students who discussed that option with a counselor. When used as an explanatory variable along with the characteristics of students, among students who know about each option, this measure of a school's counseling policy was positively and significantly associated with students' use of the work experience and early graduation options, but not with concurrent enrollment or CHSPE.

To gain some further insight into why knowledge and use of options varied between schools, the "school effect" was first measured as follows. For each school, the predicted proportion of students who knew about or used each option was computed from the regressions where only student characteristics were used as explanatory variables. The coefficients from these regressions were simply multiplied by the average characteristics of students in each school to obtain the predicted proportion of students in that school who knew about or used each option. This predicted proportion was then subtracted from the observed proportion. If this difference is positive for a particular school, it means the actual proportion of students in the school who knew about or used an option was greater than would be predicted on the basis of students' characteristics alone. This difference is therefore a measure of the "school effect." In Tables III.6-8, "high" schools are the 5 schools with the most positive "school effect," and "low" schools are the 5 with the most negative "school effect." A different set of 5 "high" and 5 "low" schools is defined for knowledge of each option and use of each option. As it turned out, schools which are "high" for one option are not generally "high" for other options; and the same is true for "low" schools.

TABLE III.6

Percentage* (and Number) of Students Who Reported Hearing about Each Option from Each Source of Information, in Different Groups of Schools and for All Schools

Sources of Information	"High"** Schools	"Medium" Schools	"Low" Schools	All Schools
Work Experience				
School announcements	51.8 (254)	55.1 (1153)	53.3 (178)	54.4 (1585)
Counselor	55.3 (271)	52.9 (1107)	53.9 (180)	53.5 (1559)
Teacher(s)	35.9 (176)	34.1 (713)	31.1 (104)	34.0 (993)
Other school staff	13.7 (67)	13.0 (272)	12.0 (40)	13.0 (379)
Students at school	77.6 (381)	71.1 (1487)	68.4 (229)	71.9 (2096)
Outside of school	23.3 (114)	21.2 (444)	21.6 (72)	21.6 (630)
Early Graduation				
School announcement	30.0 (142)	39.5 (946)	28.8 (84)	37.1 (1173)
Counselor	56.6 (269)	60.0 (1436)	55.1 (161)	59.0 (1866)
Teacher(s)	38.1 (181)	40.0 (959)	36.4 (106)	39.4 (1246)
Other school staff	15.9 (76)	14.7 (352)	12.4 (36)	14.7 (464)
Students at school	82.3 (391)	81.1 (1942)	76.3 (223)	80.9 (2556)
Outside of school	38.2 (181)	37.9 (908)	39.9 (117)	38.1 (1206)
Concurrent Enrollment				
School announcement	31.2 (217)	26.4 (388)	25.0 (55)	27.7 (660)
Counselor	56.6 (394)	49.1 (723)	39.4 (87)	50.4 (1204)
Teacher(s)	33.9 (236)	30.2 (444)	28.0 (61)	31.1 (742)

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*Among students who know about each option.

**For definition of "high" and "low" schools, see text.

TABLE III.6 (cont.)

2.

	"High" Schools	"Medium" Schools	"Low" Schools	All Schools
Concurrent Enrollment (con't)				
Other School staff	13.4 (93)	9.3 (136)	11.9 (26)	10.7 (255)
Students at school	71.7 (499)	71.3 (1049)	69.9 (154)	71.3 (1702)
Outside of school	40.8 (284)	36.9 (542)	36.1 (79)	37.9 (905)
CHSPE				
School announcement	56.1 (293)	58.3 (1175)	45.2 (166)	56.2 (1633)
Counselor	53.9 (281)	48.1 (970)	41.0 (150)	48.3 (1402)
Teacher(s)	46.9 (245)	45.9 (924)	42.4 (155)	45.6 (1325)
Other school staff	15.3 (80)	14.3 (289)	10.3 (38)	14.0 (406)
Students at school	66.3 (346)	70.7 (1425)	65.0 (239)	69.2 (2010)
Outside of schools	36.5 (190)	40.5 (817)	41.6 (153)	39.9 (1160)

TABLE III.7

Percentage (and Number) of Students Using*
Each Option for Each Reason, In Different
Groups of Schools, and for All Schools.

Reasons for Participation	"High"** Schools	"Medium" Schools	"Low" Schools	All Schools
Work Experience				
Help get job after h.s.	51.9 (81)	40.9 (176)	43.8 (46)	43.8 (303)
Help get into college	30.7 (48)	22.7 (98)	13.9 (15)	23.2 (160)
Better than reg. classes	30.2 (47)	32.9 (142)	42.8 (45)	33.8 (234)
What it's like to have job	37.3 (58)	23.3 (100)	23.6 (25)	26.5 (183)
To earn money	80.8 (126)	77.3 (333)	80.6 (85)	78.6 (544)
Parents thought it good	24.2 (38)	21.1 (91)	17.1 (18)	21.2 (147)
Counselor/teacher	7.6 (12)	10.7 (46)	13.1 (14)	10.4 (72)
Friends are doing it	10.9 (17)	16.1 (69)	16.4 (17)	15.0 (104)
Work more	18.0 (28)	25.5 (110)	26.6 (28)	23.9 (166)
Early Graduation				
Work as soon as I can	47.1 (47)	61.0 (159)	36.4 (4)	56.5 (210)
Go to college sooner	64.0 (64)	54.5 (142)	81.2 (9)	57.9 (215)
Not learning in h.s.	23.9 (24)	19.9 (52)	29.3 (3)	21.3 (79)
High school not fun	38.4 (38)	35.0 (91)	24.8 (3)	35.6 (132)
Counselor/Teacher	10.5	8.9	4.5	9.2
Parents	19.3 (19)	18.0 (47)	21.8 (3)	18.5 (69)
Friends are doing it	5.7 (6)	7.0 (18)	6.6 (1)	6.6 (25)

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*Using here includes "planning to use" for both early graduation and CHSPE.

**For definition of "high" and "low" schools, see text.

TABLE III.7 (cont.)

	"High"** Schools	"Medium" Schools	"Low" Schools	All Schools
Concurrent Enrollemnt				
Help get job after h.s.	25.9 (35)	23.0 (40)	17.2 (3)	23.9 (78)
Help get into college	33.5 (45)	35.1 (61)	19.5 (3)	33.6 (110)
Better than reg. classes	20.8 (28)	21.0 (37)	23.4 (4)	21.0 (69)
Take class not given here	58.0 (78)	52.7 (92)	62.9 (10)	55.4 (181)
Counselor/teacher	25.3 (34)	20.7 (36)	11.6 (2)	22.1 (72)
Parents	23.7 (32)	26.5 (46)	21.9 (4)	25.1 (82)
Friends doing it	12.5 (17)	7.9 (14)	17.0 (3)	10.3 (33)
Need credits to grad.	36.4 (49)	24.7 (43)	3.2 (1)	28.5 (93)
CHSPE				
Counselor/teacher	25.6 (115)	14.6 (279)	10.2 (54)	15.5 (448)
Parents	29.7 (134)	18.2 (346)	14.3 (75)	19.3 (555)
Friends are taking it	12.9 (58)	10.7 (204)	8.1 (43)	10.6 (304)
Leave h.s., work	22.4 (101)	18.3 (348)	16.8 (88)	18.6 (537)
Leave h.s., college	25.8 (116)	18.5 (352)	16.2 (85)	19.2 (553)
Leave h.s., military	3.7 (17)	3.8 (72)	3.8 (20)	3.8 (109)
Leave h.s., travel	12.7 (57)	10.5 (201)	10.9 (57)	10.9 (315)
Leave h.s., look around	18.4 (83)	14.1 (269)	11.9 (62)	14.4 (414)
See if I could pass	46.7 (211)	30.4 (580)	23.8 (125)	31.8 (915)
See what CHSPE is like	45.1 (203)	28.8 (550)	32.1 (121)	30.3 (874)

**For definition of "high" and "low" schools, see text.

TABLE III.7 (cont.)

	"High"** Schools	"Medium" Schools	"Low" Schools	All Schools
Leave h.s. if I want	31.1 (140)	22.7 (433)	18.9 (99)	23.3 (672)
Need credits to graduate	12.6 (57)	12.2 (232)	10.1 (53)	11.9 (342)
Don't like h.s.	10.9 (49)	10.9 (207)	10.4 (55)	10.8 (311)
Friends out of h.s.	5.5 (25)	6.4 (121)	5.7 (30)	6.1 (176)
Boyfriend out of h.s.	4.6 (21)	6.9 (132)	5.1 (27)	6.2 (180)

**For definition of "high" and "low" schools, see text.

TABLE III.8

Percentage (and Number) of Students, Not Using*
Each Option for Each Reason, In Different Groups of
Schools, and for All Schools

Reasons	"High"** Schools	"Medium" Schools	"Low" Schools	All Schools
Work Experience				
Don't want a job now	13.0 (32)	22.0 (285)	20.4 (89)	20.5 (406)
Don't know enough about prog.	20.9 (51)	21.5 (278)	18.4 (80)	20.7 (410)
Not old enough	5.0 (12)	2.2 (28)	1.5 (7)	2.4 (47)
Don't meet requirements	9.0 (22)	8.6 (111)	7.6 (33)	8.4 (166)
Couldn't find right job	19.1 (47)	13.1 (170)	14.9 (65)	14.2 (282)
Not enough openings	25.4 (62)	12.9 (167)	11.2 (49)	14.1 (278)
Not enough time	36.8 (90)	43.4 (563)	57.1 (249)	45.6 (901)
Friends aren't doing it	2.0 (5)	2.5 (33)	3.6 (15)	2.7 (53)
Counselor/teacher against it	0.2 (1)	1.0 (13)	9 (2.1)	23. (1.1)
Parents against it	9.9 (24)	6.3 (82)	8.6 (38)	7.3 (144)
No transportation	16.8 (41)	15.3 (198)	19.0 (83)	16.3 (322)
Early Graduation				
Didn't think of it	20.1 (101)	19.0 (381)	17.1 (47)	19.0 (529)
Don't want extra classes	21.4 (107)	28.2 (566)	27.6 (76)	26.9 (749)
Want to graduate w/class	62.5 (313)	74.1 (1487)	79.1 (217)	72.5 (2017)

*"Using" here includes "planning to use" for both early graduation and CHSPE.

** For definitions of "high" and "low" schools, see text.

TABLE III.8 (cont.)

	"High" Schools	"Medium" Schools	"Low" Schools	All Schools
Early Graduation (con't)				
Friends aren't doing it	14.9 (75)	19.7 (395)	24.3 (67)	19.3 (536)
Want advanced classes here	37.9 (190)	33.4 (671)	30.4 (83)	33.9 (944)
Counselor/teacher against it	4.6 (23)	6.2 (125)	5.4 (15)	5.9 (163)
Parents against it	16.5 (83)	23.1 (463)	33.0 (91)	22.9 (637)
Concurrent Enrollment				
Not interested	31.9 (160)	26.7 (346)	30.3 (77)	28.4 (583)
Don't know enough about prog.	20.7 (104)	33.7 (437)	36.3 (92)	30.8 (633)
Don't meet requirements	10.9 (55)	9.9 (129)	11.4 (29)	10.4 (213)
Not enough openings	1.9 (9)	2.8 (37)	3.1 (8)	2.6 (54)
Don't have time	54.4 (272)	51.0 (662)	55.5 (141)	52.4 (1075)
Friends aren't doing it	4.5 (22)	6.3 (82)	5.8 (15)	5.8 (119)
Can get courses here	44.5 (223)	34.2 (443)	37.8 (96)	37.2 (763)
Counselor/teacher against it	0.3 (2)	3.5 (46)	0.7 (2)	2.4 (49)
Parents against it	3.7 (19)	4.2 (55)	3.6 (9)	4.0 (82)
CHSPE				
Heard exam too hard	10.9 (47)	12.7 (235)	8.9 (46)	11.7 (328)
$10 fee too high	11.9 (52)	11.0 (203)	11.5 (59)	11.2 (314)
No transportation to exam	7.9 (34)	4.5 (84)	4.4 (23)	5.0 (141)
Not enough info on exam	35.9 (155)	28.3 (522)	18.5 (95)	27.6 (773)

TABLE III.8 (cont.)

CHSPE (con't)	"High" Schools	"Medium" Schools	"Low" Schools	All Schools
Counselor/teacher against it	5.5 (24)	9.9 (184)	13.7 (70)	9.9 (278)
Parents against it	12.9 (56)	22.8 (422)	26.3 (136)	21.9 (614)
Won't help get good jobs	21.5 (93)	31.0 (573)	35.7 (184)	30.4 (850)
Won't help get into college	21.9 (95)	30.5 (564)	37.3 (192)	30.4 (851)
Want to graduate w/class	60.8 (263)	68.3 (1263)	73.2 (377)	68.0 (1903)
Friends aren't taking it	15.4 (67)	20.8 (384)	19.6 (101)	19.7 (552)
More to learn in high school	68.4 (295)	67.5 (1248)	70.6 (364)	68.2 (1907)
Want regular high school diploma	73.6 (318)	80.0 (1479)	80.5 (415)	79.1 (2212)

Table III.6 compares the reported scores of knowledge about options between schools which have "high" and "low" knowledge of options. If a larger proportion of students in "high" schools than in "low" schools have heard of an option from a particular source, then the differential availability of information from that source accounts for some of the difference in knowledge between the two groups of schools. (Of course, it is also true that increasing the availability of information from any source would increase knowledge.) Table III.6 shows that school publicity practices and staff, particularly counselors, are more important sources of information about CHSPE and concurrent enrollment in "high" than in "low" knowledge schools. This may indicate that information about these two options is seen as "esoteric" and the property of school officials. The difference between "high" and "low" schools in knowledge of CHSPE and of concurrent enrollment can be attributed in part to differences in school policy. In contrast, when we look at sources of information about work experience and early graduation a different picture emerges. Here the greatest difference between "high" and "low" schools is in the importance given to "students at school" as a source of information. For both options, this source is more important in "high" schools than in "low" schools. This indicates that it may be the student culture rather than the policy of school officials that differentiates schools in these groups.

Tables III.7 and III.8 compare schools which appeared "high" and "low" in the extent to which options were actually used. Table III.7 compares the reasons given for using each option, among students who did it. Table III.8 compares the reasons for not using each option, among students who knew about it but did not do it. The differences in Tables III.7 and III.8 do not all conform to one simple pattern. However, it appears that different perceptions about whether use of an option will help one get into college or get a good job account for some of the difference between "high" and "low" schools. "High" schools have larger proportions of users who say it will help, and "low" schools have larger proportions of non-users who say it will not. Curiosity is also a factor, especially among those who have taken or might take CHSPE.